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ABSTRACT

This unit, one of six which comprise the Fair Play program, is designed to broaden understanding of roles and improve students' abilities to make decisions about roles. The Fair Play program is a series of student and teacher materials the purpose of which is to help students to expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This student guide contains 20 lessons organized into four parts: (1) introduction to the concept of role and the forces that influence role definition; (2) investigation of work, family, and citizenship roles in the early 1900's; (3) study of how roles have changed in the twentieth century; and (4) an opportunity to make personal and group role decisions. The lessons include learning activities for individuals and groups, discussion items, and evaluation exercises. (DC)

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Fair Play: Developing Self-Concept
and Decision-Making Skills
in the Middle School

Decisions about Roles

Student Guide

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Women's Educational Equity Act Program
U.S. Department of Education
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To you, the student:

The present, the past, or the future—which one do you enjoy thinking about the most?

The past, present, and future are tightly woven together. To understand the present, you have to understand the past. To influence the future, you must make decisions now.

What you decide now about your actions will affect you for the rest of your life.

In this unit, you will have a chance to do some serious thinking about what you want to be and do. You will also have a chance to think about yourself and your values—and decide what is important to you.

Thoughtful decisions about your life will make living a lot more enjoyable!

Part I

Roles Are Everywhere

Lesson 1: What Are Roles?

Activity A (discussion): A collage of roles

As a class, look at the collage your teacher has provided. Or, use pictures in magazines to make your own collage of different things people do.

What are the people in the collage doing?

The things they are doing affect the roles they have. Roles are various ways people act in society. These sets of actions are expected and learned from a culture.

Look again at the collage.

A-1 What roles do these people have?

A-2 What are some actions that are expected in each role?

A-3 Where might these roles have been learned?

A-4 How many roles can one person have?

A-5 What are some roles you play?

A-6 Are roles learned, or are you born knowing them?

A-7 What roles are defined differently in other cultures?

Activity B:
What do others expect you to do?

You may do this activity with a partner or by yourself.

In our society, people are defined according to the many things they do. If a person does carpentry work, we define that person as a carpenter. If a person takes care of young children, we call that person a babysitter. Words like these that represent sets of actions are called roles.

People can have more than one role at one time. For example, someone could be a carpenter and also be a mother.

The actions that go with roles are determined by a culture. Think about the role of parent. Our society expects parents to provide love, food, shelter, and education for their children.

Think about your role of student. Our society expects you to study, do homework, and attend class. If you don't fit this role, other people put pressure on you to go along with their ideas about that role.

Look at the cartoons below. Then answer the questions that follow.

B-1 What is the person in each picture doing?

B-2 What is each person's role?

B-3 Two of your roles are student and family member. List other roles that you or your friends have.

B-4 List other roles that the people in your family have.

B-5 List five important things that the people in your school expect you to do (or not do) in your role of student.

B-6 List five important things that people in your home expect you to do (or not do) in your role of family member.

Activity C: Class wrap-up

C-1 Define role.

C-2 Discuss your answers to questions B-1 through B-6.

Lesson 2: Defining Your Roles

Activity A: Role-play

Find a partner. Choose one pair of roles listed on the next page to act out together. Do the following two acts:

Act I: Choose one situation listed under the pair of roles you chose. Plan your act to last about 2 minutes. Act out the roles in front of another set of partners.

Act II: Switch roles with your partner. Act out the same situation, but make the characters say different things. (For example, if they were nice to each other the first time, make them act angry this time.)

Choose from this list of roles:

Girlfriend, boyfriend

- The girlfriend or boyfriend wants to ask the other person out.
- The girlfriend and boyfriend are talking about their favorite television show.

Starship captain and first officer (a robot)

- The first officer's decision has just been vetoed by the captain.
- The robot has just been told that the captain would prefer having a human first officer.

Two friends

- One friend is visiting the other friend in the hospital.
- The two friends are deciding how to spend their weekend.

Teacher, student

- The teacher has just assigned more homework than the student wants to do.
- The teacher has just found the student cheating on a test.

Activity B (discussion): Defining roles

B-1 After several volunteers have presented their set of acts for the class, discuss how each partner defined each role.

B-2 What are some similar ways that people define friend? What are some different ways?

B-3 Who decides what actions make your roles: others, yourself, or both? Explain.

Activity C:
What do you expect of yourself?

You may have already realized that different people define roles in different ways.

For example, think of the role of son or daughter. Some parents think that children should be seen and not heard. Other parents think that children often have good ideas, and these parents encourage their children to express their ideas.

Think of the role of student. Its definition partly depends on who is in charge of the school. For example, at some schools students decide what courses to take. At other schools, students make decisions about dances, fun days, and holidays. At a few schools, students can help in selecting teachers.

Another example of a role is that of mother or father. In other cultures, a father may teach his daughter or son to fish with a harpoon. Or parents may teach children how to weave or how to cook fish eyes. In our culture, a mother may teach her son or daughter how to mow the yard.

In some cultures, parents prepare their children to leave home at age 12. In our culture, parents usually take care of children until they are at least 18 years old. As you can see, what a mother or father does depends on the culture.

Even though other people help define your roles as student and family member, you can also help define your roles. What decisions do you make that affect your behavior as a student or family member?

C-1 Write one paragraph explaining what your school and parents decide you must do as a student.

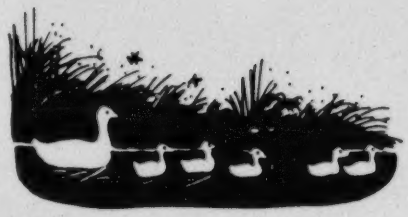
C-2 Write one paragraph about the decisions you make in your role as student.

C-3 Write one paragraph explaining what your parents decide you must do as a family member.

C-4 Write one paragraph about the decisions you make in your role as family member.

Lesson 3: Family Roles

Activity A:
What is a traditional family?



In this lesson, you'll be thinking about male and female roles at home. You may live with one parent and some brothers and sisters. Or you may live with two parents. Or you may live with an aunt or uncle or older sister.

All of these groups are families. A family is the person or persons that you depend on or take care of.

Do you think families are changing? Let's compare a 1950s family in the United States with your family. This way, we can see if family life is changing.

The following story is about the Brown family, an example of a traditional family. A traditional family means that the people in the family follow certain roles established in the past. Some of these roles are as follows: the mother stays home and takes care of the children, the father goes to work, girls help their mothers, and boys help their fathers.

The Brown family from the 1950s has four members: Mom, Dad, Sue, and Leroy. As you read the story, decide which family member would traditionally do the action.

A Day with the Brown Family

It is cold, windy, and gray outside. Everyone in the family is still asleep.

BZZZ-Rnngg!! The hands of the alarm clock show that it is 6:30 a.m.—time for A-1 to get up and go to work. It's also time for A-2 and A-3 to get up and go to school.

A-4 cooks breakfast for everyone. A-5 kisses the children goodbye and says, "Have a nice day!"

When Leroy and Sue get outside, A-6 whistles at the dog and runs after it. A-7 feels happy, softly humming a tune and smiling.

On the bus, A-8 and a friend discuss the television program last night about spaceships. A-9 worries about whether (his/her) hair is neat.

Leroy and Sue have a pretty good day at school. A-10 gets an A on a science test. In English, A-11 enjoys writing a poem.

After school, A-12 rushes to the park to play tennis with a friend. A-13 goes to the library to check out two new books to read.

By now, it's 4:00 p.m. and Leroy and Sue are headed home. So is A-14, who has finished buying groceries. A-15 arrives at 5:30 p.m. from work. A-16 and A-17 have just prepared supper for the family.

At the dinner table, A-18 does most of the talking. A-19 tells A-20 to make less noise while chewing. A-21 says, "I'm so glad everyone had such a nice day."

When dinner is over, A-22 gets the newspaper and sits in a large, comfortable chair. A-23 and A-24 wash the dishes, while A-25 takes the dog for a walk.

A-26 talks to a friend on the phone and finds out that someone at school has been making fun of (him/her). After hanging up the phone, A-27 is so upset that (he/she) cries.

Now find out what activities and roles you assigned to family members. To do this, note whether the person who did each of the following activities was female or male. Then fill in a form like the one below.

	Name	Male	Female
A-28 Outside activity a. Who went to work? b. Who played tennis? c. Who talked about spaceships? d. Who went for a walk?			
A-29 Helping others a. Who fixed breakfast? b. Who said nice things? c. Who shopped for groceries? d. Who did the dishes?			
A-30 Showing emotions a. Who kissed the children? b. Who whistled? c. Who hummed softly? d. Who wrote poetry? e. Who cried?			

Activity B (discussion): What are traditional roles?

B-1 Compare your answers with others' answers.

a. Who had most of the outside roles: females or males?

b. Who helped others more: females or males?

c. Who showed their emotions more: females or males?

B-2 Were most students' answers alike? What might these results show?

B-3 Describe the roles of each family member in the story: Mom, Dad, Sue, and Leroy. Why do they perform each role?

B-4 Would you like to have been a member of this family? If yes, which member and why?

Activity C: What is your family like?

C-1 Write a report about a typical weekday in the life of your family. Think of these questions as you write your report:

a. What people make up your family?

b. Who usually does jobs inside your home (cleaning, cooking, doing the dishes, making household repairs)?

c. Who usually does jobs outside your home (washing the car, emptying the trash, mowing the lawn)?

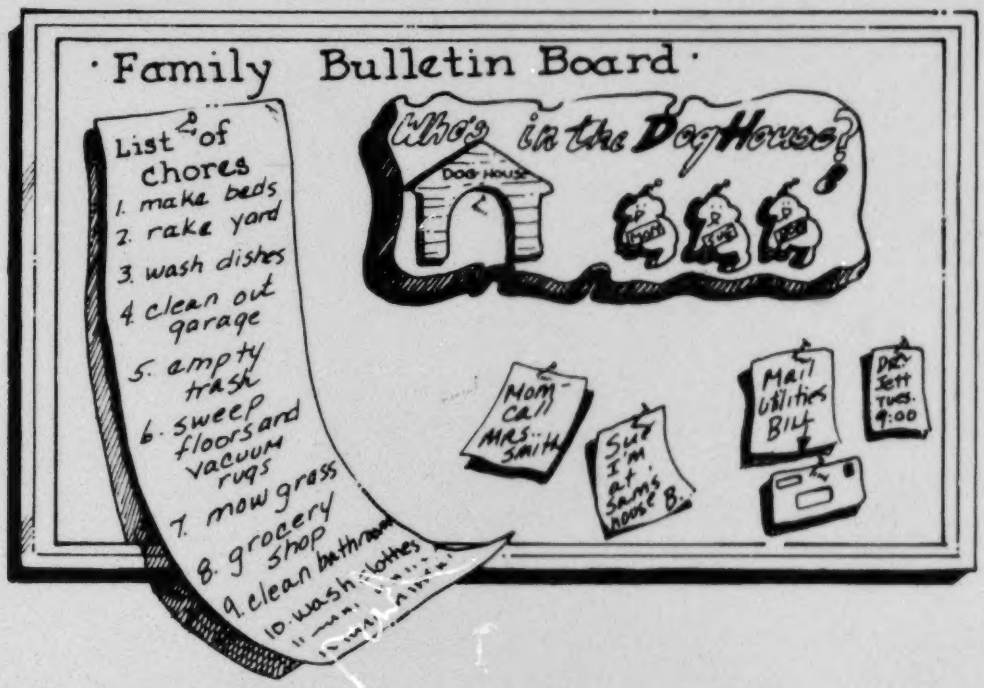
d. Who has a full-time paying job outside your home? Part-time job?

e. Who talks to you and whom do you talk to in your family (when you get up, after school, at mealtime, in the evening)?

f. Who drives the family places?

g. What decisions does each person make? Try to think of at least three decisions for each family member.

h. Who usually makes the most important decisions? What decisions are these?



C-2 On a chart like the one below, record who does the following tasks most of the time:

Family Tasks			
	Male	Female	Both
Cooks			
Does dishes			
Works outside home			
Washes car			
Drives the family places			
Makes important decisions			
Does yardwork			

Activity D:
Class wrap-up

Your teacher will ask for volunteers to read their stories to the class.

D-1 How is your family similar to the Brown family? How is it different?

D-2 Some people think that the roles of people in families are changing. How might roles be changing for:

a. A mother? A wife?

b. A father? A husband?

c. A son?

d. A daughter?

Consider the increase in the number of women working outside the home. Think also about the increase in the number of single-parent families.

D-3 a. Do you think people's family roles should be determined by traditional roles or be chosen by each family member?

b. What are some advantages and disadvantages of each method in deciding about roles?

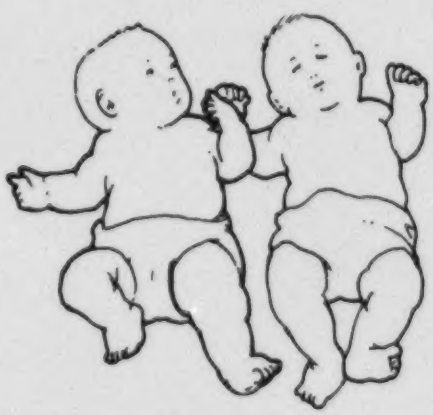
c. In which other ways can people decide on family roles?

D-4 Imagine what a family might be like in the 1990s. Describe the members of the family and what roles they have.

Lesson 4: Different Cultures

Activity A: What causes differences?

Have you noticed that human babies look very much alike? It's often impossible to tell at a glance whether a baby is a girl or a boy. Also, girls and boys develop by going through the same stages. They learn to walk, talk, and develop emotions.



By the time girls and boys reach school age, however, they have begun to act differently.

What causes these differences? We learn them from the culture in which we live. Culture can be partly defined as the beliefs, behavior, and values of a group of people (a society). The way we learn now to behave in our culture is through socialization. Socialization means we learn to behave the way our group behaves.

In our society, most boys have been taught that "boys don't cry." And, generally, boys learn that sewing and knitting are girls' activities. Most girls learn that it is all right to cry. They also learn that hunting and fishing are boys' activities.

As you can see, people are not born with many of these different behaviors. Instead, they learn how to act from the culture in which they live.

To study more about socialization, read the following paragraphs. They are about males and females in other cultures. As you read the paragraphs, ask yourself: Do the females and males in this culture act the same as females and males in my culture?

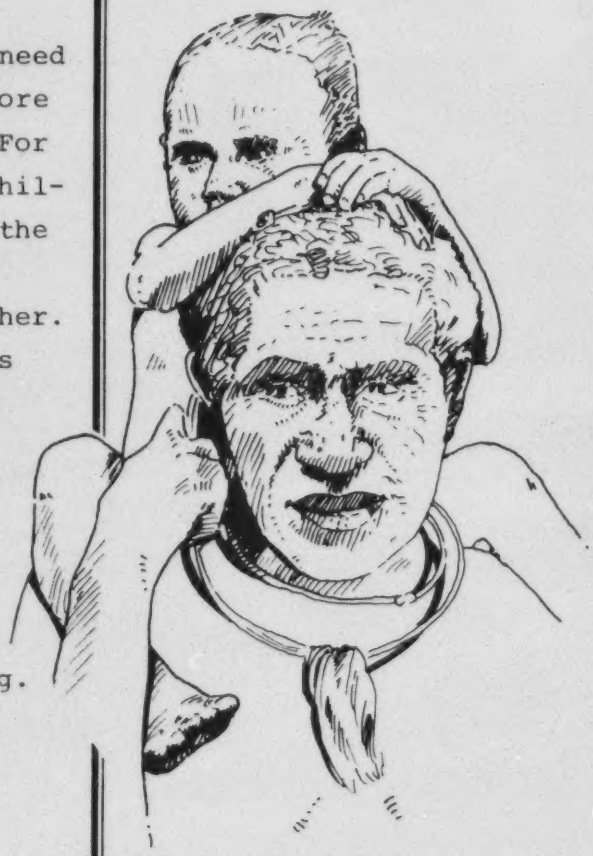
The Arapesh

The mountain dwellers in New Guinea are called the Arapesh (AIR-a-pesh). They recognize that males and females are physically different. As a result, they assign different jobs to each. But they do not believe that males and females are different in all ways.

The Arapesh feel that men and women need and want the same things. Sharing is more important to everyone than competing. For example, both females and males raise children. Men are as patient and proud as the women. After the birth of a baby, the father acts more emotional than the mother. Both males and females love small babies and help care for them.

Female and male children are raised to have the same type of personality. The Arapesh don't raise boys as though they are tougher than girls. Instead, all children are raised to be content, unaggressive, caring, warm, and trusting.

The Arapesh children are not allowed to play violently. And children are never harshly punished.



If a child has difficulty trying new things—for example, if a tree is too large to climb easily—the child is helped immediately. As a result, children don't develop much pride in their own ability. But they do develop trust in other people.

All Arapesh children are as protected from harsh discipline as girls are in our society. For both girls and boys, feelings remain tender and tears come easily at the slightest wound.

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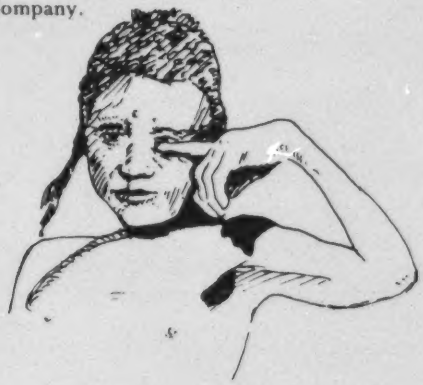

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The Mundugumor

The Mundugumor (MON-da-gu-ma) live in a rich, fertile land southeast of the Arapesh. They keep their land by causing fear in their neighbors. This society demands a personality different from that of the Arapesh. Both men and women are expected to be violent, competitive, jealous, and ready to repay any insult.

The Mundugumor do not pass property from father to son or from mother to daughter. Instead, they pass it from mother to son, to son's daughter, to son's daughter's son, and so on. This situation causes much suspicion among family members.

Parents do not look forward to the birth of a child. Instead, it is seen as a near tragedy. In fact, the father is very angry when he hears his wife is pregnant. Usually, he takes a new wife, deserting the pregnant wife. When the child is born, the parents argue about whether or not to kill the child. The father argues in favor of killing a boy child. The mother argues in favor of killing a girl child. If the child is not killed immediately, its chances of survival are good.

Childhood is not a very happy time. Neither parent holds or plays with the child very much. No one comforts a crying baby. The mother nurses the baby while standing. Once the baby stops sucking, even for a moment, the meal is considered over. In this way, the child learns to be very aggressive—to go after what it wants.

As the children grow older, they learn to value their independence. They do not play in groups. Their games are very competitive. No one protects small children from the attacks of larger children. They learn to defend themselves and not to depend on help from others.

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Activity B:
Class wrap-up

B-1 What behavior do people learn in the Arapesh culture? The Mundugumor culture?

B-2 How are these cultures similar or different? Why?

B-3 Are boys and girls expected to be very much alike or different in these cultures? How do you know?

B-4 a. Does our culture teach boys to behave the same as girls or different from them?

b. Are boys and girls born with these differences or do they learn them? Explain.

B-5 a. How are the roles of males in other cultures different from those in the United States?

b. How are they different within the United States?

c. Why are they different?

B-6 a. How are the roles of females in other cultures different from those in the United States?

b. How are they different within the United States?

c. Why are they different?

B-7 You have learned that we all learn behaviors early in life. Do you think you can change any of them? How? Why or why not?

B-8 Think about your own personality. Would you rather live with the Arapesh people or the Mundugumor people? Why?

Activity C: Flight check

Did you understand Lessons 1-4? To find out, answer the following questions without looking back at the lessons. Then, your teacher will help you check your answers.

C-1 Write a definition of role.

C-2 Describe at least three different ways people learn roles.

C-3 What term means the process of learning the role behavior expected in one's culture?

Lesson 5: Your Role as a Female or Male

Activity A:
What do you do as a girl or boy?

Now that you know what roles are, let's think about another set of roles that affect you every day.

What are you expected to do as a male or a female? Do society, your parents, and your teachers expect certain things if you are a male and certain things if you are a female?

Think about the following questions.

- Are boys and girls treated differently at school? At home? By friends? How?
- Do you think the roles of boys and girls, and of men and women, should be more alike or more different?
- Who decides what boys should do and what girls should do? Can you decide for yourself?
- What do you feel it means to be a male or a female?

Do the following activities. There are no right or wrong answers.

A-1 Look at the lists on the next page.

a. Write the letters of everything on the lists that you would not do because you are a boy or a girl.

b. Add anything else you can think of that you would not do because you are a boy or a girl.

A-2 Look at the actions you wrote in A-1. Write OK by any of these actions you secretly think are okay for you to do, even if your friends may not agree.

Boys Only	Girls Only
Because I am a boy, I would not:	Because I am a girl, I would not:
a. Cook	a. Call a boy on the phone
b. Knit	b. Dress like a man in a play
c. Wash dishes	c. Climb a tree
d. Help my mother clean the house	d. Have a job delivering newspapers
e. Change a baby's diaper	e. Play baseball
f. Cry	f. Beat a boy at a sport or game
g. Write poems	g. Kiss my mother
h. Kiss my father	h. Try to join a boys' club or team
i. Wear beads or jewelry	i. Get in a fist-fight
j. Baby-sit	j. Build a doghouse
k. Back out of a fight	k. Try to find out how cars work
l. Ask a girl to pay her way on a date	l. Pay my way on a date
m. Date a girl on the honor roll	m. Hold the door for a boy

Adapted from Laurie Olsen Johnson, "Student Workbook," *Nonsexist Curricular Materials for Elementary Schools*, Old Westbury, New York: The Feminist Press, 1974.

Activity B (discussion): Why do you do certain things?

Your teacher will select someone to tally the class's responses to A-1. Then, for each activity on the list:

B-1 Your teacher will ask for volunteers who chose it to explain why.

B-2 Your teacher will ask for volunteers who didn't choose it to explain why.

Activity B: Why I like or dislike being a girl or boy

C-1 Think about your life—past, present, and future. Think about your values and what's important to you.

a. How does being a girl or boy help make it easy to do what you want to do in life?

b. How does being a boy or girl make it hard to do what you want to do in life?

C-2 Write a paragraph to answer the above questions.

Part II

Roles in the Progressive Era

Lesson 6: Teachers in the Early 1900s

Activity A: Rules

In the rest of this unit, you will study people's roles in the early 1900s and their roles today. You will try to decide whether roles have changed and why.

Have you ever wondered what life was really like 50 or 100 years ago? Was it a lot like your life? How did people treat each other?

Many things were different then and many things have changed since then. For example, the rules for people's behavior were different.

Shouldn't rules always stay the same? Can ideas about right and wrong change?

Actually, rules are based on a culture and its traditions. As the culture changes, some rules change, too!

Read the following list of rules. These were the rules for female teachers in the early 1900s.

1. Do not get married.
2. Do not keep company with men.
3. Stay at home between 8:00 p.m. and 6:00 a.m. unless you are attending a school function.
4. Do not spend time downtown in ice cream stores.

5. Do not leave town at any time without permission from the school board.
6. Do not smoke cigarettes.
7. Do not get into a carriage or an automobile with any man except your father or brother.
8. Do not dress in bright colors.
9. Do not dye your hair.
10. Do not wear dresses more than two inches above the ankle.

11. Wear at least two petticoats.

12. Keep the schoolroom neat and clean.

    a. Sweep the floor at least once daily.

    b. Scrub the floor at least once weekly with hot water and soap.

    c. Clean the blackboards at least once daily.

    d. Start the fire at 7:00 a.m. so the room will be warm by 8:00 a.m.

Activity B (discussion): Have some rules changed?

B-1 What do these rules of the early 1900s tell us about the role of female teachers in the community?

B-2 Why do you think there were rules for teachers at this time? Who do you think made these rules?

B-3 a. Did other people at this time have rules similar to these rules? Why or why not?

    b. What might the rules for male teachers have been?

B-4 Do you feel that the rules for female teachers were fair? Why or why not?

B-5 Do you think you would like to have been a teacher in 1910? Why or why not?

B-6 a. Do today's teachers have rules to follow like the rules of the early 1900s?

b. What are some of these rules?

c. Who do you think makes these rules?

d. Why are some of these rules different from those of the early 1900s?

Activity C: Making rules

Form a group with three or four other students. Choose a group recorder to write your group's answers.

Imagine that you are in charge of writing rules for today's teachers.

C-1 Write at least three rules for a teacher's behavior at school.

C-2 Write at least three rules for a teacher's behavior outside the school.

C-3 How are your rules for teachers different from those of the early 1900s? Why are they different?

C-4 Which, if any, rules are the same? Why?

C-5 What do your rules tell about the roles of teachers today?

C-6 Would you make different rules for male and female teachers? If so, what would they be? If not, why not?

C-7 Would you want to be a teacher who had to obey the rules you wrote? Why or why not?

Activity D: Class wrap-up

Discuss your group's answers for Activity C.

Lesson 7: Work Roles in the Early 1900s

Activity A: Work roles in the Progressive Era

Introduction

By now you can see that roles change as cultures and people change. One way to look at changing roles is to compare work roles in the past and present.

In the next three lessons, you will find out about roles in the early 1900s in the United States. Later, you will have a chance to compare roles of the early 1900s with roles of today.

In this lesson, you will find out about work roles in the early 1900s. This period of time is called the Progressive Era. It began around 1893 and ended around 1917.

At that time, many problems had developed in the United States because of the growth of industry. These problems included business monopolies, dishonest politicians, crowded city slums, and poor working conditions. During this time, some people tried to solve some of these problems. These people called themselves progressives. They wanted laws that would help with their problems.

Work Roles

A large number of jobs in the early 1900s were factory jobs. Industry was growing rapidly. Factories began making canned food and packaged goods. Following the invention of modern plumbing, some factories produced plumbing equipment. The invention of the sewing machine led many factories to produce all kinds of clothing.

Many other jobs in building and mining were created because of industry. People hammered steel rails into place for railroad companies, and mined coal and iron. They dug trenches for factories and city buildings, and cut down trees for lumber.

Many girls and boys worked in factories. Florence Kelly was the chief factory inspector in Illinois during this time. She wrote this report about work in Chicago slaughterhouses (places where cattle were killed and prepared for eating):

> Some of the children cut up the animals as soon as the hide is removed. These children stand ankle-deep in the water used to carry the blood into the drain. They breathe air so sickening that people who are not used to it can stand it only for a few minutes.

Adapted from Beth Millstein and Jeanne Bodin, *We, the American Women: A Documentary History*, Chicago: Science Research Associates, Inc., 1977, p. 143.

Another large group of people still worked on farms. Men, women, and children worked together to raise crops and make their own clothes and furniture. Farming began to be easier during this time because of the engine invented by Henry Ford. Now farm machines, such as tractors, could do much of the work that people had to do before.

The following three stories are about real people who worked in the early 1900s. The first story is about a farmer who faced a terrible blizzard. The second one is about a meat packer who worked in a slaughterhouse. The third one is about a teacher who helped black children be able to go to school.

Look through the stories and choose at least one to read. As you read it, think about the author's work role. That is, determine what the author did for a living. Also think about whether people work in that type of job today.

After you read the story, answer the questions that follow it. If you don't understand the meaning of a word in the story, look it up in the dictionary.

Activity B:
Story One

I Made My Bed

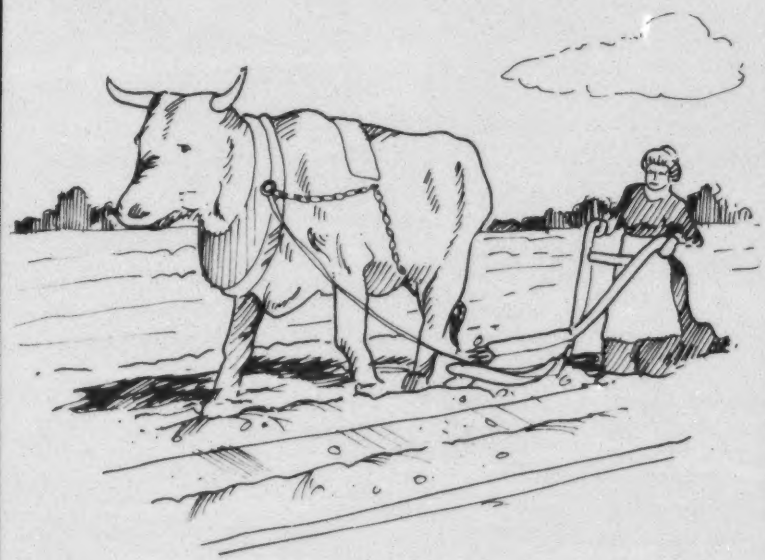
After my husband Shy and I got our place going, we had plenty to eat—cream, butter, eggs, chickens, meat, and garden vegetables. Once our neighbor Ed Runhold sat down to dinner with us. He looked over the table and said: "Grace, all I can see that comes from the store is coffee, sugar, salt, and pepper." He was right.

We had some cash coming in all the time to use for food, clothes, and things to run the ranch. Now and then we sold some steers and horses, but the bank took all that money to pay the mortgage. We milked a few cows and sold the butter. We had some chickens and sold eggs and old hens in the fall. For several years the mail carrier stopped at our place to change horses. This gave us a few dollars. There were always some people from the East looking for South Dakota land. Though we were crowded, we fed them and bedded them down, and this also brought in some cash.

Grace Fairchild

We were doing all right in those early years. Within three years we had put together a herd of 79 cattle and a bunch of horses. We had several acres of prairie broken and planted, and we were about free of debt. I had to work very hard to take care of the family, since Shy was sick most of the time. More and more of the running of the ranch fell upon me.

If I hadn't had babies every year, I might have gotten a job teaching. But why dream about the impossible? I was settled down on a South Dakota homestead. Having made my bed, I had to lie in it. If there was never enough hay to carry us through the winter, or enough pasture for the summer, I had to face up to the problem and find an answer.



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Blizzards were forever with us in a South Dakota winter. Every one of them killed off some of our livestock. The blizzard of May 1905 was the worst in many years. It caused many ranchers to go broke.

It all began with a rain on May 2 and the grass greened everywhere. Most of the ranchers had turned their livestock out of the barnyards and corrals. Shy and the hired man had gone to Pedro to get some posts. I had done a big washing and had hung it on the line.

The first cold rain began to fall when I was bringing in my clothes. It kept on raining for two days and two nights. The first evening of the storm, a peddler drove in and wanted a place to stay. The two men who were building our fence moved in with their bedrolls. It looked as if it might be right cozy in our little house until the storm was over.

When the rain turned to snow on the second day, we knew we were in for it. For two nights and a day, the snow piled high. The waterholes had been filled by the rain. Then the snow made them so slushy that cows got stuck in them. The cattle began to drift on the second day. One by one they froze to death or drowned in the waterholes. We found some of our cattle 40 miles southeast of our place.

Herds from the Cheyenne drifted down to our ranch. Hundreds of cattle died in that storm. We lost 91 of our 168 head of cattle.

Adapted from Walter D. Wyman, *Frontier Woman* (Wisconsin. 1972), pp. 15-25, by permission University of Wisconsin, River Falls Press. A story retold from the original notes of Grace Fairchild.

Now answer the following questions.

B-1 How would you describe the author of the story?

B-2 Write at least three things you found out about the author's role as a worker.

B-3 What does the story show about working conditions on farms in the United States in the early 1900s?

B-4 Was the author able to solve problems? What problems did she have to solve?

Activity C:
Story Two

A Lithuanian Meat Packer

Soon after my arrival in this country, I knew that money was everything I needed. But my money was almost gone. I thought I would soon die unless I got a job. This country was not like home. Here money was everything, and a man without money would die.

One morning my friends woke me up at five o'clock. "Now, if you want life, liberty, and happiness," they laughed, "you must push yourself. You must get a job. Come with us."

We went to the yards. Men and women were walking in by the thousands as far as we could see. We went to the doors of one big slaughterhouse. There was a crowd of about 200 men waiting there for a job. They looked hungry and kept watching the door. At last, a special policeman came out and began pointing to men, one by one. Each one jumped forward.

Twenty-three were taken. Then they all went inside and all the others turned their faces away and looked tired. I remembered one boy sat down and cried, just next to me, on a pile of boards.

Some policemen waved their clubs, and we all walked on. I found some Lithuanians to talk with. They told me they had come every morning for three weeks. Soon we met other crowds coming away from other slaughterhouses. We walked around and felt bad and tired and hungry.

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That night I told my friends that I would not do this many days but would go someplace else. "Where?" they asked me. I began to see then that I was in bad trouble, because I spoke no English. Then one man told me to give him $5 to give to the special policeman. I did this and the next morning the policeman pointed me out. I had a job. I have heard some big talk since then about my "freedom of contract," but I do not think I had much freedom in bargaining for this job.

My job was in the cattle killing room. The cattle did not suffer. They were knocked senseless with a big hammer and were dead before they woke up. This was done not to spare them pain. If they got hot and sweating with fear and pain, the meat would not be so good. I soon saw that every job in the room was done like this—everything was done to make more money.

We worked that first day from six in the morning till seven at night. The next day we worked from six in the morning till eight at night. The day after that we had no work. In other words, we had no good, regular hours. It was hot in the room that summer, and the hot blood made conditions worse.

I held this job for six weeks and then I was turned away. I think some other man had paid for my job, or perhaps I was too slow. The foreman in the room wanted men who worked very fast. He was paid more if the work was done cheaply and quickly.

From the book *America's Immigrants* by Rhoda Hoff, copyright © 1967 by Rhoda Hoff. Reprinted by permission of Henry Z. Walck, Inc., a division of the David McKay Company.

Now answer the following questions:

C-1 How would you describe the Lithuanian meat packer?

C-2 What did the author do as a worker?

C-3 What does the story show about working conditions in the city in the early 1900s?

C-4 What were some problems the author had? Did the author solve any of these? How?

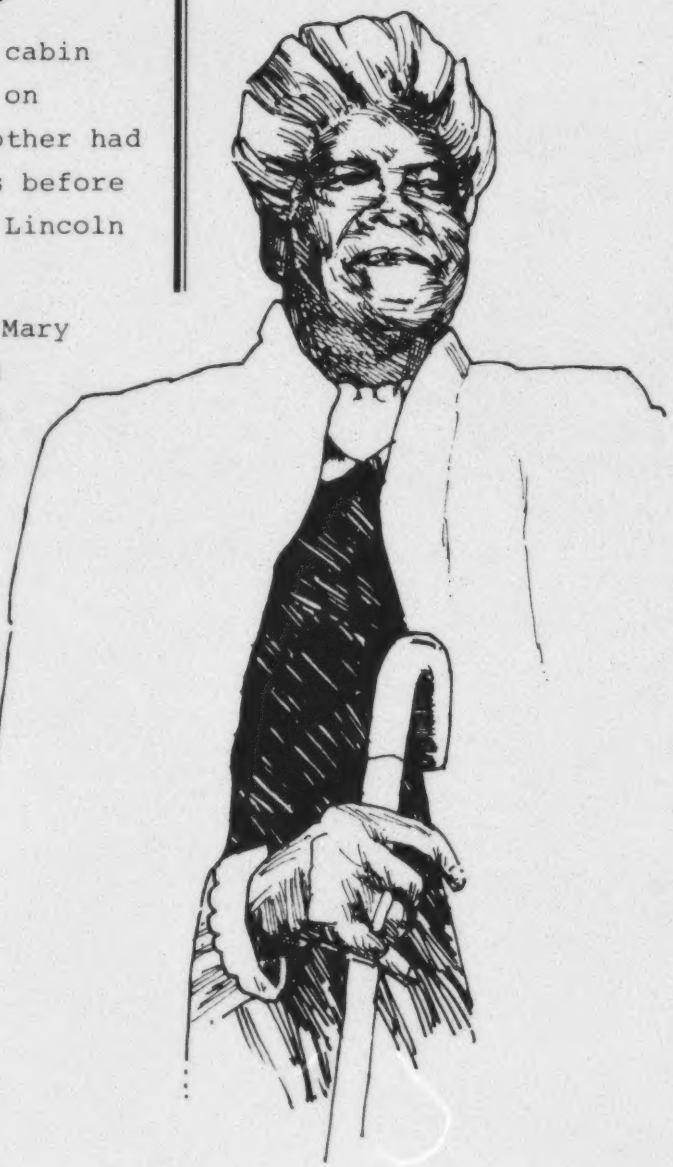
Activity D:
Story Three

Mary McLeod Bethune

Mary McLeod was born in a log cabin near Mayesville, South Carolina, on July 10, 1875. Her father and mother had once been slaves. Then, 14 years before Mary was born, President Abraham Lincoln freed the slaves.

When Granny Sophie first took Mary in her arms, she said, "Thank God she's born free. Nobody can take her away from us." As Mary grew, Granny often said, "She'll do something great someday."

Mary had 14 brothers and sisters. Some of the older children had married or gone away to work. But there were still too many at home to sit at a meal together.



After the McLeods had paid for their small farm and built the cabin, there was no money left for tables and chairs. All the furniture was made from boards Pa got at the lumber mill.

The whole family worked on the farm. Even the smallest children helped plant cotton. It was hard work, but the McLeods were thankful for their freedom.

Sometimes, Mama washed clothes for white people in town. One day, when Mary was seven, she helped her mother carry clean wash back to the Wilson house. The Wilson girls showed Mary their playhouse. Then she saw an open storybook on the table.

"Tell me what the words say," she asked. The oldest girl frowned and said, "Papa says Negroes can't learn to read." On the way home, Mary asked her mother, "Why can't I learn to read?" "You can," Mama answered. "You're just as smart as the Wilson girls or anybody. But there are no schools for poor black folks like us."

Mary began dreaming of learning to read. Often Granny held the Bible in her lap. Mary looked inside the book and said, "I wish I could read the words." "You will someday," promised Granny. "Then you can teach others to read."

One day Mary's dream started to come true. A neatly dressed lady came to the edge of the field where the McLeods were picking cotton. She said, "I am Emma Wilson. The Mission Board has sent me to start a school for Negroes. We would like to have some of your children come to the school."

Mama said, "Well, maybe we could send one. Mary has been wanting to read all her life."

Ten years later

Mary had just graduated from Scotia Seminary. Soon after, she won a scholarship to Moody Bible Institute in Chicago. There she studied to be a missionary.

She had decided she wanted to teach in Africa. But when she finished two years later she was very disappointed. The Mission Board did not send her to Africa. Instead, she went to teach black children at two schools in Georgia.

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While she was there, she married a teacher, Albertus Bethune. Their son Albert was born a year later, and they moved to Palatka, Florida. Many black people had come to Florida to help build the East Coast Railroad. Others worked in the mills. But there were no schools for the workers' children.

Mary Bethune felt this was wrong. She wanted to start a school for these children. She had only a dollar and a half. But she found an empty house on the beach and rented it on credit. There she started her first school with five little girls.

There was no furniture and little food. Mrs. Bethune and the girls found boxes and boards on a nearby trash pile. They made benches and tables. Then a neighbor gave them a stove. Mrs. Bethune made sweet potato pies and sold them to the tourists.

News spread that Mary Bethune had opened a school for black students. More pupils came, but only a few could pay. Mrs. Bethune trained a chorus. The Florida tourists enjoyed the music. They gave money for a better building and more books.

Before long the school had 250 pupils. Mrs. Bethune wrote hundreds of letters to rich people asking help for her school. It was called Bethune College.

Mrs. Bethune worked hard to improve life for her people. There were many wrongs to be made right. Black people could not stay in hotels with white people or eat in the same restaurants. It was hard for them to get good jobs. Mrs. Bethune spoke and wrote about these wrongs. She became an important civil rights leader, working for her people.

Adapted by permission of G.P. Putnam's Sons from **MARY MCLEOD BETHUNE** by Ruby Radford. Copyright © 1973 by The Estate of Ruby L. Radford.

Now answer the following questions.

D-1 What kind of person was Mary McLeod Bethune?

D-2 What was Mary's work role as a child? As an adult?

D-3 What were some problems Mary had? How did she solve them?

D-4 What does the story show about work roles for blacks in the early 1900s?

Activity E:
Class wrap-up

E-1 Discuss your answers for Activities B, C, and D.

E-2 How were the work roles for these three people similar? How were they different?

E-3 Were these people's work roles fair? Why or why not? What could these people do to change their lives?

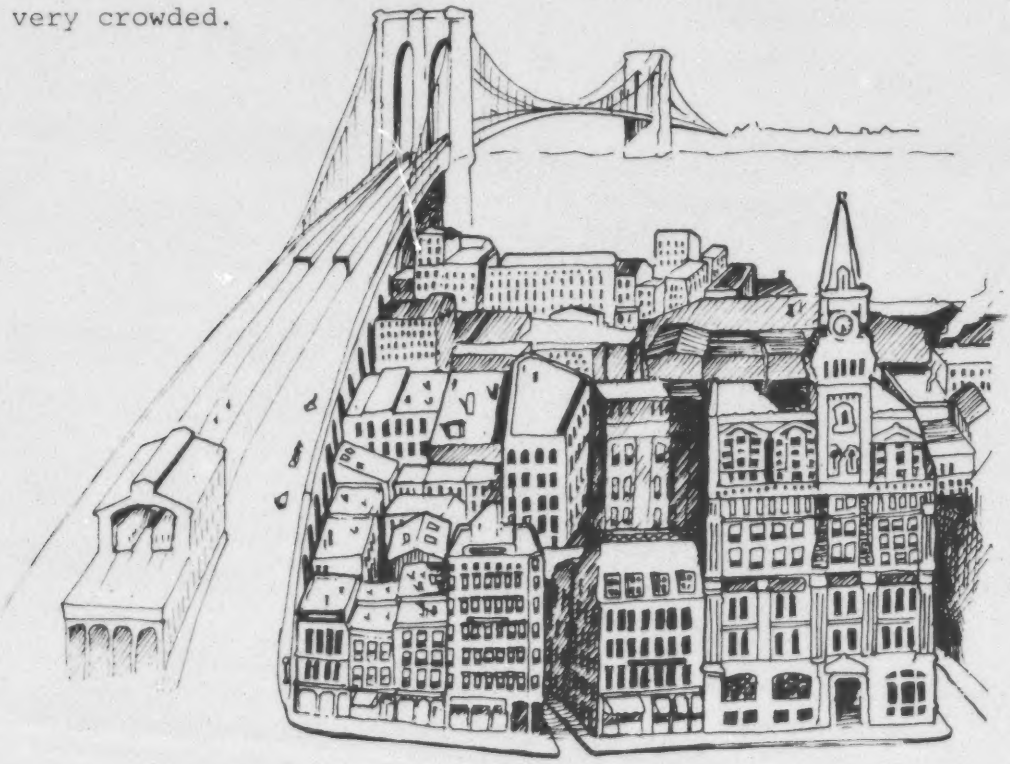
E-4 If you had lived in the early 1900s, which person would you like to have been? Why?

Lesson 8: Family Roles in the Early 1900s

Activity A: Living conditions in the Progressive Era

Living conditions were difficult for many families in the early 1900s.

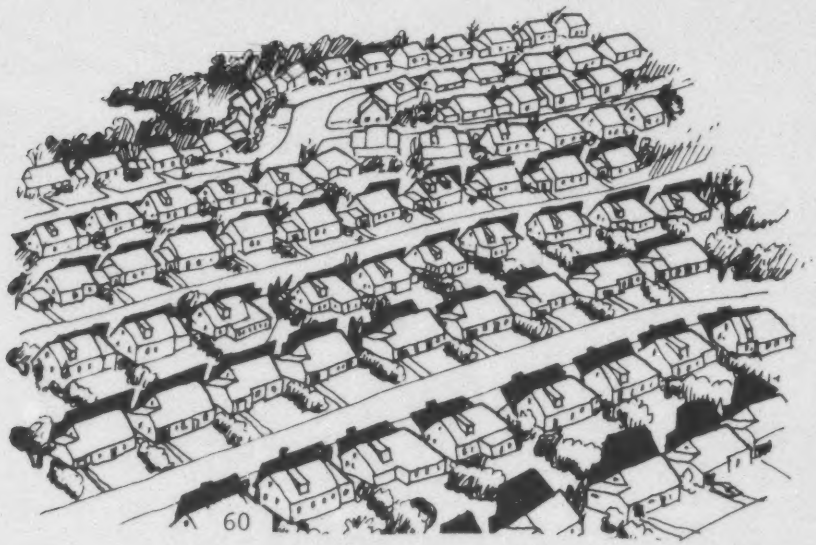
Between 1900 and 1910, almost nine million people moved from other countries to the United States. These newcomers were called immigrants. As a result of immigration, cities such as New York and Chicago became very crowded.



So many people were looking for jobs that employers could hire people for very little money. Men, women, and children worked. Men received about $5 per week; women about $2; and children about $1 per week.

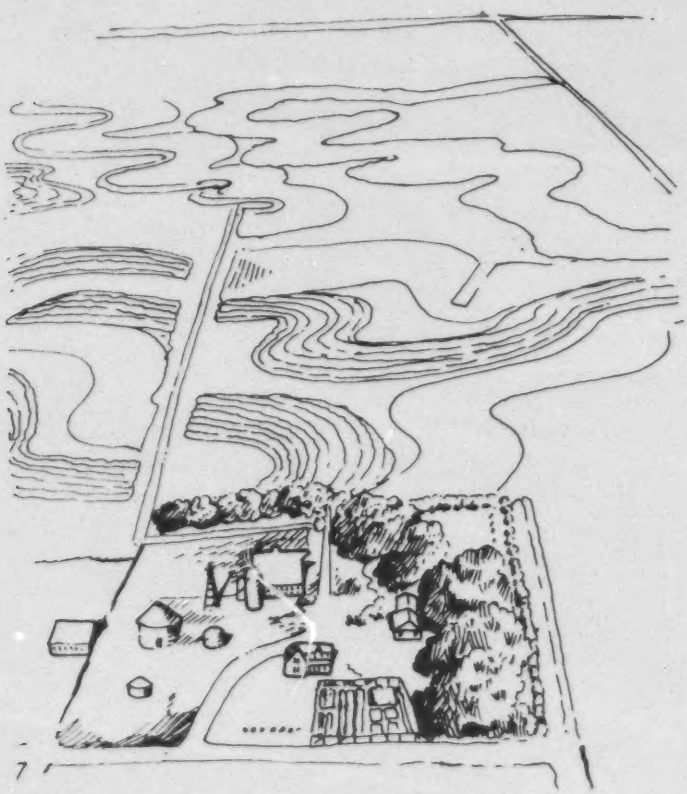
In the cities, only a few people were rich. Almost everyone else was very poor. The cities were crowded with factories and people. The air was no longer clean, and food was often scarce. Many people died. Children often had to take care of their brothers and sisters while their parents worked. Or they sold flowers or shined shoes to help with the family income. Many children worked in factories.

Some families had enough money to move away from the city. They moved to the <u>suburbs</u>—the area around the city. These people were mostly business and professional people, such as doctors, lawyers, store owners, and managers. Their homes were neat and roomy, but not as grand as those of the rich.



The families in the suburbs had life a little easier than families in the city. They had more time than many city dwellers to think about their values. They were better able to carry out their decisions based on these values. As time went on, the middle class grew to be the largest group in America. As a result, middle-class values became widely accepted.

On the farms, life was fairly simple. Families worked the land, and sewed or spun clothing. For fun, they held square dances, rodeos, fairs, and picnics. The automobile was invented at this time. As a result, transportation became easier for families who could afford to buy a car.



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In the following three stories, you will read about actual families who lived in the early 1900s. The first story is about an Italian family who lived in the state of Washington. The story tells what the family did on payday.

The second story tells about a family who lived in a southern mill town. The mother of the family is the author of the story. She explains how hard life was for her and her family.

The third story is about a farm boy, his sister, and the grandparents who took care of them.

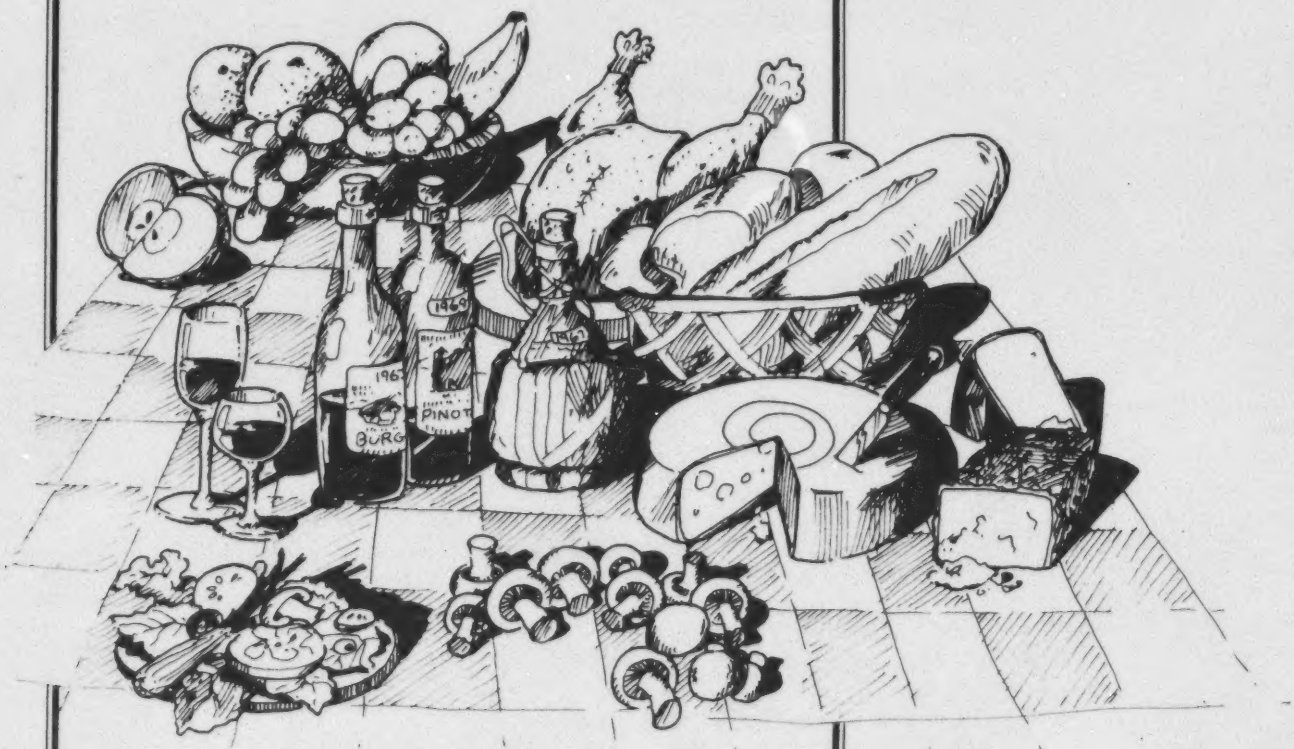
Look through the stories and choose one to read. As you read it, think about the family roles. What was family life like then? How has family life changed?

After you read the story, answer the questions that follow it. If you do not understand the meaning of a word in the story, look it up in the dictionary.

Activity B:
Story One

Payday

It was a day to remember, and it came so often! It was like having Christmas, Thanksgiving, Easter, and the Fourth of July all at once. On payday we saw the results of our labors.



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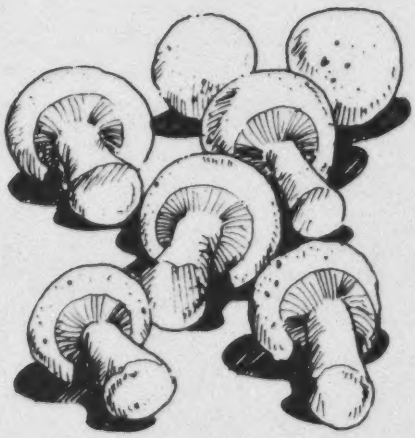
We began with a feast prepared for the occasion. The dinner was prepared to please everyone's taste. First we sipped aperitifs (a before-dinner drink). Then we drank a delicious soup. This was followed by roast bird or rabbit with mushrooms and white wine. Bushels of greens and salad were served, gallons of wine, and many loaves of bread. Baskets of fruit and platters of cheese rounded out the meal.

We children got to eat and drink everything our parents ate and drank! Whatever was good for Father was thought to be even better for the children.

When we finished eating, we cleared the table except for the coffee. Then, the counting began. My brother and I gave Father the money we had collected from selling milk and eggs. Mother and the girls contributed what they had earned washing clothes for the bachelors. The boarders paid their rent.



We watched carefully as Father added all the items. He next figured the bills for the month and figured the balance.

The next order of business was to determine the family's needs. What staples such as pasta, olive oil, and cheese were to be ordered from the importer in Tacoma? Who in the family needed clothes? Who needed shoes?

Someone brought the Sears catalog to the table. We decided together what things to purchase. When all was done, Father brought out the bottle of anisette. Everyone received a nightcap before going to bed.

An Italian peasant looking into our home on payday evening would have said we were wealthy. An American might have said that we were doing nicely. We, ourselves, didn't ask whether we were wealthy. We just enjoyed the results of our labor.

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Now answer the following questions:

B-1 Write at least three things you learned about the people's family roles. (Think about Father, Mother, the girls, and the author.)

B-2 What does the story show about family life in Washington in the early 1900s?

B-3 What problem might the people in the family have had?

B-4 What problems did the family solve. How?

Activity C:
Story Two

Living in a Mill Town

Note: This story is written in dialect. That is, many words are written as people pronounced them in real life.

I have a husband and five children. I'm a weaver—I get paid by the day.

I get up at four to start breakfast for the children. When you got five young 'uns it takes a while to dress 'em. The oldest is nine and she helps a lot. The others are seven, five, four, and three.

After I've got the children dressed and fed, I take 'em to the mill nursery—that is, three of 'em. Two go to school, but after school they go to the nursery until I get home from the mill. The mill don't charge anythin' to keep the children there. I couldn't afford it anyway. We have breakfast about five. I spend the rest of the time from five to seven gettin' the children ready and cleanin' up the house. That's about the only time I get to clean up. Ruby washes the dishes. Ruby's my oldest.

My husband and I go to the mill at seven. I work in the weavin' room. I work from seven to six with an hour for dinner. I run up and down the alleys all day. No, there ain't no chance to sit down, except once in a long time when my work's caught up, but that's almost never.

At noon I run home and get dinner for the seven of us. The children come home from school and the nursery. We have beans and baked sweets and bread and butter, and sometimes fatback and sometimes pie, if I get time to bake it. Of course I make my own bread.

When the whistle blows at six I come home and get supper. Then I put the children to bed. There's a double bed here and a double bed in that other room. That's for seven of us. The baby's pretty young. I s'pose all of the children'll go into the mills when they get a bit older.

When supper is over, I have a chance to make the children's clothes. Yes, I make 'em all, and all my own clothes, too. I never buy a dress at a store. I haven't no sewin' machine but I borrow the use of one. On Saturday night I heat the water on the oil stove and wash the children in a big wash-tub. Then I do the week's iron'.

Usually I get to bed between ten and eleven at night.

From "How to live on 46 cents a day--1929" by Paul Blanshard in *The Female Experience* by Gerda Lerner, copyright © 1977 by The Bobbs-Merrill Co., Inc.

Now answer the following questions:

C-1 What problems did the author have?

C-2 What problems did the family solve? How?

C-3 List at least four family roles the author had and two roles the oldest child had.

C-4 What does the story show about family life in a mill town in the early 1900s? How do you think the author feels about her life?

Activity D:
Story Three

My Grandpa

I remember when I was a boy, being waked up shortly after dawn by Grandpa. He would whisper, "Morning coffee, Son." I would sit upright, less than half awake, and reach for the saucer holding a steaming cup. Grandpa would bring the kerosene lamp from the kitchen to my bedside table and light mine for replacement. Then he would return to the kitchen to take a cup of coffee, one at a time, to Grandma and Sis in their beds.

Then, Grandpa would return to a chair beside the kitchen table and sip his own cupful.

On winter mornings, while Grandpa was drinking his coffee in the warm kitchen, I had one inside chore to perform. I had to light the logs I had laid the night before in one of the fireplaces. From the time I was old enough to lift a stick of firewood, I knew one thing that people in the city never learn: I knew that at least three sticks are required to set a wood fire to blazing brightly. I always laid three for starters and added others later.

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It was easy to start the morning fire. But it was almost impossible for me to leave it once it was going good. There was something about a wood fire that set me to daydreaming. I would become unconscious of the passage of time.

Grandpa would come in after an hour or so to find me sitting in front of the fire. I would be gazing into the coals and flames, daydreaming. My thoughts were far away from my chores. I still had to separate the milked cow from the calf and bring in stove wood for the day. Grandpa would look at me and shake his head.

"There's a time and place for thinking," he would say, "but sitting in front of a morning fire isn't the place, and before breakfast isn't the time. Finish dressing, and get out so your grandmother and sister can dress in front of the fire. You might poke up the fire in the kitchen stove for breakfast cooking."

Breakfast, a couple of hours after daylight, usually was a hearty meal. We had hominy grits topped by fried eggs, with thick slices of bacon or smoked ham, and hot buttered biscuits with sugar cane syrup. To wash down the breakfast we could have any farm beverage—except coffee.

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Now answer the following questions:

D-1 What problems did the author have?

D-2 What problems did the family have? How were they solved?

D-3 Write at least three things you found out about people's family roles in the story.

D-4 What does the story show about family life on a farm in the early 1900s?

Activity E: Class wrap-up

E-1 Discuss your answers to Activities B, C, and D.

E-2 How were the roles in these families alike? How were they different?

E-3 What general statement can you make about family roles in the early 1900s?

Lesson 9: Citizen Roles in the Early 1900s

Activity A:
What problems were people trying to solve?

Our country faced many problems in the early 1900s. Many Americans were extremely poor, even though they worked long hours. Cities were full of crime and disease. Only a few people were rich. Cities grew very fast because of the arrival of many immigrants to the United States. Business grew very fast because of the workers who would work for low wages. There were not enough laws to handle these problems.

Many citizens helped make reforms, or improvements. They worked to get better working conditions and purer food products. They worked to get rid of child labor. They fought for the right of women to vote. They fought against discrimination. They tried to provide education and training to more Americans. They worked to get rid of disease.

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Theodore Roosevelt, who was President from 1901 to 1909, promised to improve life for Americans. He believed that all citizens should have a "square deal." Roosevelt worked for the passage of laws that would help control business. He wanted to provide equal opportunities, or chances for success, for everyone.

In the next story, you will read about one citizen's struggle to make changes. This citizen's name was Mary Jones. She was a strong leader who helped workers gain their rights.

As you read this story, find out what was important to Mary Jones in her role as citizen and labor reformer. (A labor reformer is a person who works to improve working conditions for laborers.)

After you read the story, answer the questions that follow.

Mother Mary Jones

Mary Harris Jones never believed that women should be sweet and quiet all the time. She spent nearly 50 years shouting at the top of her lungs for the rights of workers.

Mother Jones wanted to free workers from the evils of low pay, long hours, and poor health. She wasn't afraid to speak up to anyone. Not owners of mines and factories. Not heads of big companies. Not United States senators.

Here's her story.

I was born in Ireland in 1830. My father came to America in 1835. He got a job building railroads. As soon as he became a United States citizen, he sent for us. His job took us to Toronto, Canada. That's where I grew up.

I studied to be a teacher. I also learned dressmaking. My first job was teaching school in Monroe, Michigan. I didn't like teaching. I didn't like bossing little children.

I went to Chicago, Illinois, and opened a dress shop. I was not happy making dresses, either. I moved to Memphis, Tennessee, where I went back to teaching.

I got married in 1861. My husband was an iron molder. He was a member of the Iron Molder's Union. We had four children.

In 1867 yellow fever hit Memphis. Rich people left the city to get away from the disease. But the poor workers did not have enough money to leave, and they could not afford medical care.

Schools and churches closed. Across the street from us, ten people died from yellow fever. Soon the dead were everywhere. They were buried at night. Everywhere, I heard cries of fear and pain.

One by one my four children got sick. One by one they died. I washed their little bodies and got them ready to be buried. Then my husband caught the fever. He died, too.

I was left all alone. No one came to me. No one could. Every home was as sad as mine. All day and all night carts carried the dead outside my house.

Finally, I decided to stop feeling sorry for myself. I went outside and helped others. I worked as a nurse until the terrible disease went away.

I then went back to Chicago and opened another dress shop. But in 1871 my shop burned down in the great Chicago fire. I lost everything I had.

My shop had been near a building where the Knights of Labor held meetings. The Knights of Labor was a group that was trying to make things better for working people. I heard many speeches about how workers had almost no rights.

I joined the Knights of Labor. I decided to work full time for the rights of workers. The first workers I went among were the coal miners.

Miners in Pennsylvania often worked 14 hours a day underground. Mining families lived in shacks not fit for pigs. The shacks were owned by the mining companies.

Children died of disease and hunger by the hundreds. Miners got sick from breathing the coal dust. Many of them died young. Yet no laws protected their health while they were on the job.

In Arnot, Pennsylvania, miners went on strike. After being on strike for five months, the miners felt they were losing. The company was too strong. Many miners were ready to go back to work.

The man who led the strike asked me to come and help. I went to Arnot right away. At a meeting of miners I told them, "Rise and promise to stick to your brothers until the strike's won!"

I returned to my room at the hotel. The hotel was the only one in town. It was owned by the mining company. The housekeeper told me I no longer had a room. The mining company could deny a person a bed!

"It's a shame," said the housekeeper as she helped me with my coat.

A boy was outside the hotel with a horse and buggy. He gave me a ride up the mountain to a miner's shack. A cold wind almost blew the bonnet off my head.

I knocked on the door. A light showed in the tiny window. The miner held the oil lamp with his thumb and little finger. I could see that he had lost his other fingers. Miners often lost fingers, arms and legs in the mines.

"Did they put you out, Mother?" he asked. "They did."

The miner gave me the only bed in the shack. I slept in the bed with his wife. He slept with his head and arms on the kitchen table. The children slept on the floor.

The wife got out of bed early to quiet the children so I could sleep. But about 8:00 she came into the room. She was crying. "You must get up, Mother. The police are here. They are going to put us out of the house because we took you in. This house belongs to the company."

I watched as the poor family put everything they owned into a wagon. All they had was a few sticks of furniture, some old clothes and holy pictures.

When the miners saw the family in the wagon, they got angry. They decided not to go back to the mines that morning.

The mining company tried to bring in other workers. We had a name for those workers. We called them scabs because they helped the company. I told the miners to stay home with the children for a change. I said that the women would take care of the scabs.

I formed an army of women. I decided not to lead the army myself. I knew I would be arrested on the spot. I picked a woman with a red face and wild red hair. Her eyes were full of anger. I told her to lead the women up to the mines and chase the scabs away.

Yelling and beating on a tin pan, she led the women's army up the mountainside. The women carried mops and brooms and they were ready for war.

Near the mines the sheriff went up to the leader of the women. He tapped her on the shoulder. "My dear lady," he said, "think of the mules. Don't scare them."

She hit him with her tin pan and he fell into a creek. "That's for you and your mules!" she yelled.

Then the mules started bucking. The scabs started running down the hill. Waving mops and brooms, the army of women chased the scabs away from the mines.

After that, the women stayed at the mines to make sure the scabs didn't come back. They stayed there all day and night. Finally the company gave in and gave us all we wanted. That night the workers had a great party. They celebrated all night.

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Now answer the following questions:

A-1 What work roles and family roles did Mary Jones have during her lifetime?

A-2 What were conditions like for workers in the coal industry in the early 1900s?

A-3 What kind of citizen role did Mary Jones have? What problems did she face in that role?

A-4 What actions did she take to solve these problems?

Activity B: Class wrap-up

B-1 Discuss your answers for A-1 through A-4.

B-2 What might people have done in the early 1900s to improve their lives? (Think about the people in the stories in Lessons 7 and 8.)

Activity C:
Other reformers in the Progressive Era

Many other people helped make reforms in the Progressive Era. Choose one of the following people. Prepare a report for your class on the work and citizen roles of the person you choose.

Mary Church Terrell	Janie Porter Barrett
Theodore Roosevelt	Charlotte Perkins Gilman
Carry Nation	Upton Sinclair
Jacob Riis	Florence Kelly
Alice Paul	Samuel Gompers
Emma Goldman	Jane Addams
Robert La Follette	Lincoln Steffens
Ida Tarbell	Ida Wells Barnett
Fiorello La Guardia	Henry Lloyd

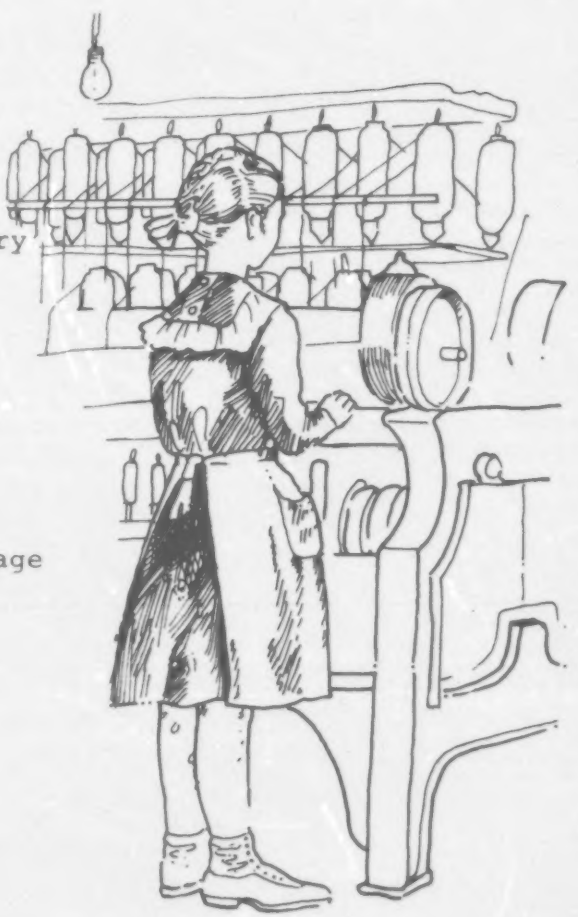
Lesson 10: Human Rights in the Early 1900s

Activity A: Writing letters about discrimination

In the early 1900s, many people were mistreated. Some people were mistreated by big business. Other people were the victims of prejudice and discrimination. There were not enough laws to protect people's right to life, liberty, and the pursuit of happiness.

Some of the most serious problems were the following:

- Poor working conditions in industry
- No votes for women
- Child labor
- Unequal pay and job opportunities for women
- Segregation of blacks
- Conflict between career and marriage for women



A-1 Choose one of the situations just listed. Then find the paragraph that describes it on the following pages.

A-2 a. Read the paragraph carefully.

b. Pretend that you live in the early 1900s and have a problem related to the situation you chose.

c. Write a letter to the Gazette, a newspaper of the early 1900s. Explain your problem in detail and ask for help and support.

Below is a sample letter.

April 10, 1908

Dear Gazette:

I am writing to let people know how upset I am.

My boss is running for City Commissioner. He is a cruel man. I also know that he is not fair.

But, because I am a woman, I cannot vote. This is terrible! We women should band together and get the vote. That way we can keep tyrants out of office!

How can women get their right to vote as citizens?

Signed,
No Vote

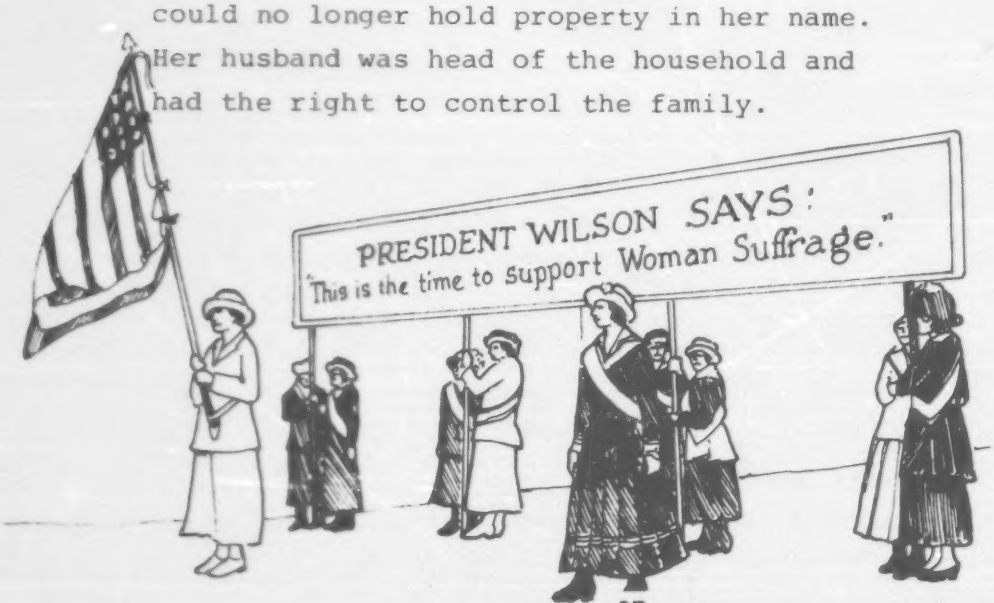
Problem 1: Poor working conditions in industry

Working conditions in factories were often extremely bad. Many factories were very crowded and unclean. Windows and doors were often nailed shut. Many people worked long hours and sometimes had to work overtime without pay. Employees sometimes had to pay fines for talking, smoking, or singing on the job.

Problem 2: No votes for women

The rights of women were different from those of men. Women were not allowed to vote in national elections (but could vote in some state elections). Also, women could not be elected to office.

If a woman married, in most states she could no longer hold property in her name. Her husband was head of the household and had the right to control the family.



Problem 3: Child labor

In the early 1900s, factories employed 1½ million children eight years old or older. They worked 10 to 12 hours a day and received very little pay. In some canneries (factories for canning food), young children worked full time. Some children caught diseases or were injured because of the poor working conditions.

Problem 4: Unequal pay and job opportunities for women

In the early 1900s, very few professions were open to women workers. In many government jobs, for example, women were not allowed to work. Women who had professional abilities were often hired as typists.

In government jobs, women's salaries were often limited by law to $1,200 a year. Men's salaries were limited to $3,000 a year.

Most women employed during this time worked as maids, farm laborers, unskilled factory workers, or teachers. In general, women were paid only half as much as men. Twenty-five percent of all women worked for pay.

Problem 5: Segregation of blacks

Special laws required blacks to use different public places than whites used. Black people could not go to the same parks, libraries, restaurants, or barber shops as white people. They had to sit in separate waiting rooms, train cars, and seats in a movie theater. Usually the places for blacks were not as nice as those for whites.

Problem 6: Conflict between career and marriage for women

Some women were able to go to college and prepare for a professional career. However, most women who chose to have a career had to give up the choice of getting married. They couldn't do both.

Employers did not want to hire married women, because the employers believed that working would conflict with the roles of wife and mother. Many men did not want to marry successful career women. They did not think these women would be good wives and mothers.

Activity B:
Solving human rights problems

B-1 Form a group with everyone who chose your topic. Pretend you are the editors of the Gazette. Discuss each letter and possible solutions.

B-2 As a group, choose two letters to answer. Write answers in the form of a return letter. Suggest solutions in each letter. Your return letter can be similar to those written by Abby in the "Dear Abby" newspaper column.

B-3 Choose at least two letters and their solutions to present to the class.

Activity C:
Class wrap-up

C-1 After the groups have presented the letters and solutions, discuss the process people could use to move toward the solutions.

C-2 What special problems did women face in the early 1900s? What special problems did blacks face?

Activity D: Flight check

Did you understand Lessons 6-10? To find out, answer the following questions without looking back at the lessons. Then, your teacher will help you check your answers.

D-1 What were some problems that workers faced in the early 1900s?

D-2 Describe at least three of these problems and give the reasons for them.

D-3 List at least three problems that families had in the early 1900s. Did these problems have anything to do with their work roles? If so, how?

D-4 Describe what you think women's roles were like in the early 1900s. Or, describe what you think men's roles were like in the early 1900s.

D-5 Why was the period from 1893 to 1917 called the Progressive Era?

Part III

Roles Today

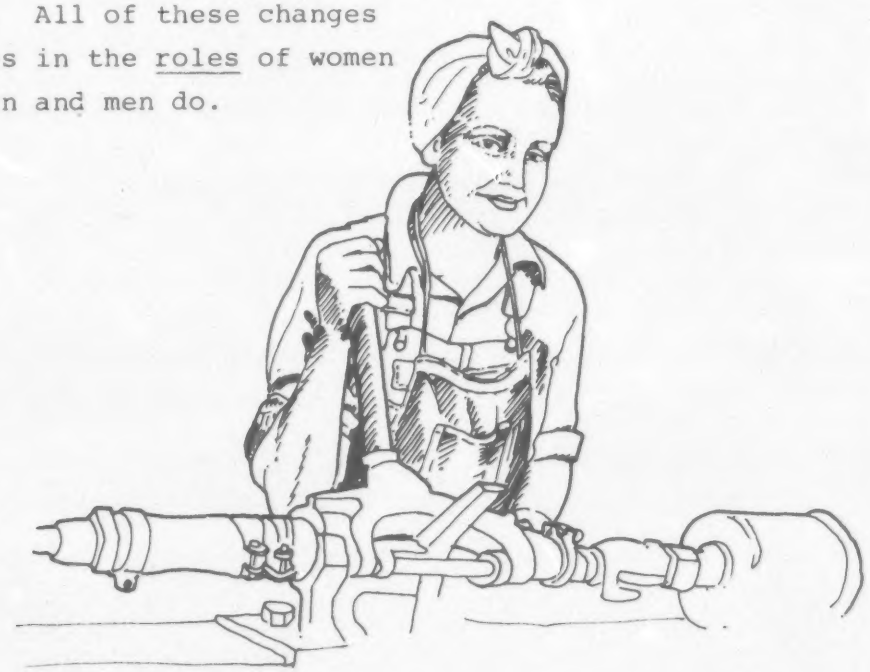
Lesson 11: Some Changes since the Early 1900s

Activity A: What changes have taken place?

You may do this activity with a partner or by yourself.

In the last five lessons, you explored what life was like for people in the early 1900s.

Since that time, many changes have taken place. In some ways, life is easier for the men and women of today. In other ways, life is more difficult. All of these changes have caused changes in the roles of women and men—what women and men do.



In this lesson you will find out about three main changes that have affected our roles. One change is the growth of technology. Technology is the creation of new products based on new scientific knowledge. For example, televisions and radios are products resulting from scientific knowledge gained since 1900.

Another change is the growth of local, state, and Federal government, which has resulted in many new rules. These new rules have affected human rights in this country.

A third change is the growth of education. More people are going to school for longer periods of time to get training for jobs.

On the next page is a list of examples in each of the three areas of change. All of these changes took place between 1900 and 1980. And all of them have caused changes in people's lives.

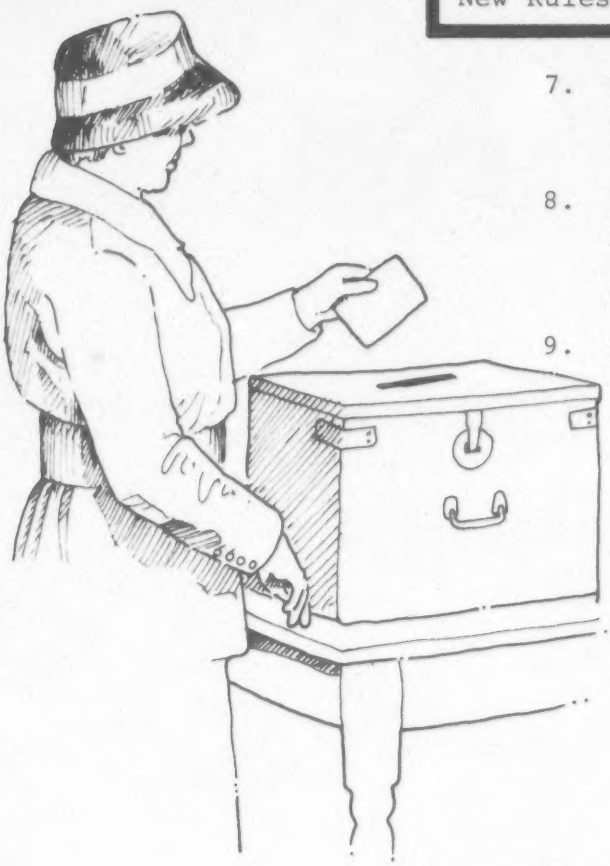
Choose one of the examples of change and find out as much as you can about it. You may find information from your classroom history books, or from books in the library. If you have trouble finding information on your topic, ask your teacher for help.

After you have gathered information, write a two-page report. Include in your report:

- What change occurred
- How that change has affected the roles of people today—work roles, family roles, roles as females or males (if necessary, see your teacher for help with this part).

Rise of Technology and Service Industries

1. Invention of the automobile or airplane for mass transportation
2. World War II (for example, the story of Rosie the Riveter)
3. Changes in the labor force (for example, the increase in the number of white-collar workers)
4. Growth of fast foods (restaurants, convenience foods, frozen foods)
5. Rise in standard of living and increase in inflation
6. Availability of ways to choose family size



New Rules about Human Rights

7. Women's Suffrage Amendment (19th Amendment), which gave women the right to vote

8. Equal Employment Opportunity Commission (1964), which carries out laws to prevent job discrimination against women and minorities

9. Equal Pay Act of 1963

Increase in Educational Opportunities

10. Brown v. Board of Education (1954), which made school segregation illegal

11. Use of mass media in education (television, magazines, radio)

12. Increase in number of community colleges, universities, and vocational schools

Activity B (discussion): Changes in roles

B-1 Your teacher will ask for volunteers to present their reports to the class. Listen carefully to each report.

B-2 How have these changes affected women's roles?

B-3 How have these changes affected men's roles?

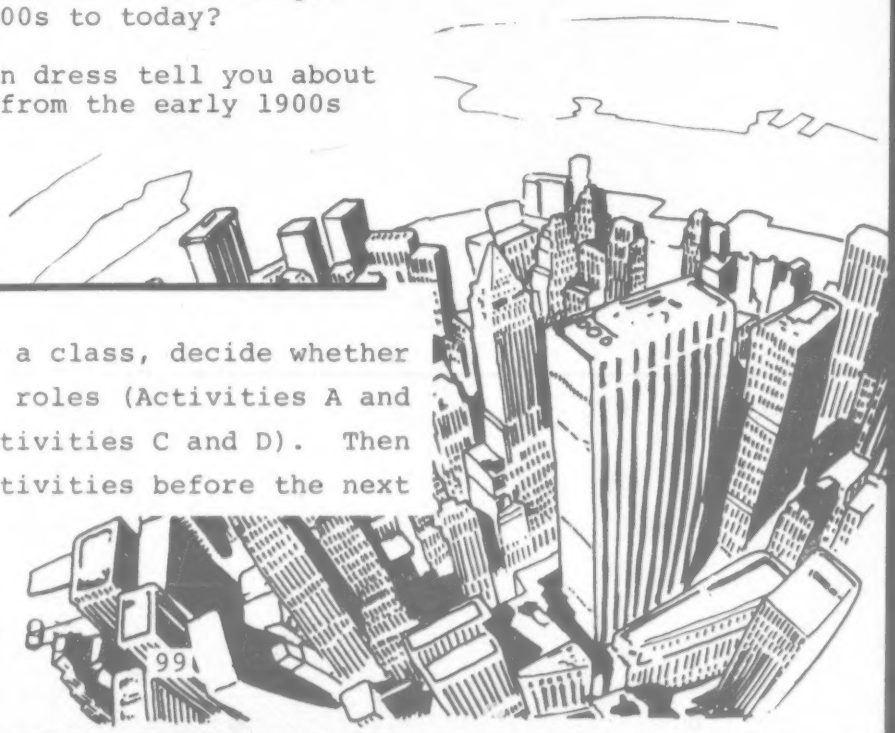
Activity C: Changes in dress

Compare people's clothes in the early 1900s with those of today. You can look at history books, an early mail-order catalog, or pictures of your family for ideas about how people dressed.

C-1 How have the clothes of men changed from the early 1900s to today?

C-2 How have the clothes of women changed from the early 1900s to today?

C-3 What do changes in dress tell you about changes in roles from the early 1900s to today?



Look at Lesson 12. As a class, decide whether you want to study work roles (Activities A and B) or family roles (Activities C and D). Then make sure to do the activities before the next class period.

Lesson 12: Your Families and Their Work

Activity A: Work roles today

What jobs do people have today? What jobs do women and men have? Are children working?

A-1 Write down what percentage of students' mothers you think work outside the home.

See what you can find out about work roles today. To collect information, do one or more of the following activities.

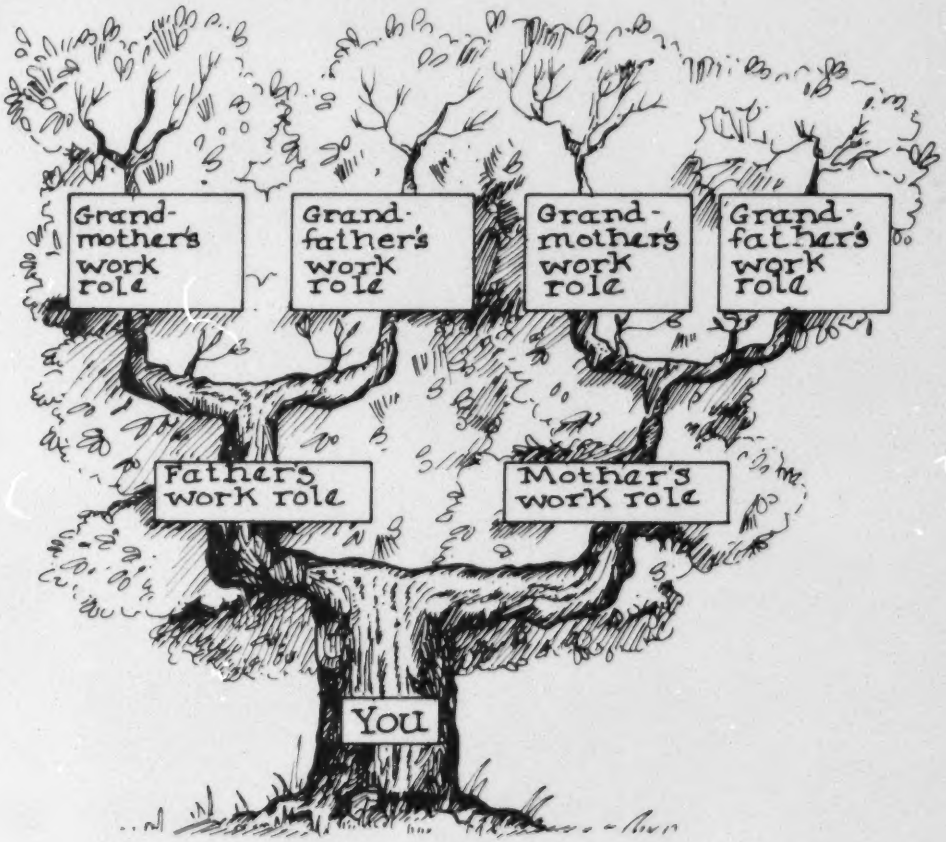
A-2 Take a class poll. Find out the percentage of fathers and mothers who work outside the home.

To do this, count the number of fathers of students in the class. Then count the number of fathers who work. Divide the number of fathers who work by the total number of fathers.

Do the same for mothers. Use a chart like the one below.

Parents Who Work outside the Home	
	Class Poll (take hand count)
Number of fathers	_____
Number of fathers who work outside home	_____
Number of mothers	_____
Number of mothers who work outside home	_____

A-3 Make a work tree of your family: Write the work roles of your parents and grandparents. (Use the term homemaker for people who work at home.) See the sample work tree below.



A-4 Interview at least three adults. Ask each the following questions:

a. Why do you work?

b. What kinds of work do you hope your son(s) will do? Your daughter(s)? Why?

A-5 Write down the work role of the fathers and mothers of at least 20 students in your school.

Activity B:
What information did you collect?

Form a group with three or four other students. Make sure at least one group member chose a different activity from the one you chose in Activity A. Choose a group recorder.

B-1 a. Report your results for each activity.

b. Discuss your findings.

c. Have your group recorder write all the facts you found out. Be specific.

Discuss the following questions in your group.

B-2 Can you make any general statements about what jobs the men have in your sample? (Begin your statements with the words "Most men . . ." or "Half of the men . . ." and so on.)

B-3 Can you make any general statements about what jobs the women have in your sample?

B-4 How many women are working outside the home? How many men?

B-5 Why do most men work? Women?

B-6 Are their reasons more alike or different?

B-7 Have work roles changed since the early 1900s? Explain.

Activity C:
Class wrap-up

Discuss each groups answers to B-2 through B-7.

Activity D:
Family roles today

What are families like today? Are they different from families in the early 1900s?

See what you can find out about family roles today. To collect information, do one or more of the following activities.

D-1 Interview two adults over the age of 40. They can be in your own family or in someone else's. Ask them the following questions:

a. What main responsibilities do you have at home?

b. What main responsibilities does your spouse (wife or husband) have at home?

c. What responsibilities do you avoid having, or never have, at home?

d. How is your present family different from the family you grew up with? (Include information about the size of the family, the activities of the family, and the values of the family.)

D-2 Interview two adults between ages 20 and 30. Ask them the questions listed under D-1.

D-3 Interview two students in your school. Ask them the following questions:

a. What responsibilities do you have at home?

b. What three main responsibilities does your mother have? Your father?

d. What activities are the most important to your family?

e. What activities does your family do the most often?

Activity E:
What information did you collect?

Form a group with three or four other students. Make sure at least one student chose a different activity from the one you chose in Activity D. Choose a group recorder.

E-1 Report the results of all your interviews.

a. Are any of your findings interesting or surprising?

b. Discuss these findings.

c. Have your group recorder write down all the facts you found out.

Discuss the following questions in your group.

E-2 Compare the activities of the people over age 40 with those of the people between the ages of 20 and 30.

a. Were there any differences?

b. If so, what were the differences?

E-3 a. Which people were more traditional in their family roles? Nontraditional? (See Lesson 3 for the definition of a traditional family.)

b. In your opinion, did age determine whether people were traditional or nontraditional?

E-4 Do you think family roles have changed since the early 1900s? How? (Use the information you collected to answer this question.)

Activity F:
Class wrap-up

Discuss each group's answers to E-2 through E-4.

Lesson 13: Stereotypes

Activity A: What are stereotypes?

In the last two lessons you found out about many changes in people's roles in the 1900s. Some roles have changed a lot. But many people's ideas about these roles haven't changed. For example, some people think that females are naturally weak, passive, and gentle. And some people think that males are always strong and active.

These beliefs about roles are called stereotypes. Stereotypes are exaggerated beliefs that everyone in a group is alike.

Are all girls alike? Are all boys alike? People who think that all boys are strong are stereotyping the group boys. People who say that girls act silly are stereotyping the group girls.

As you can see, stereotypes may be true for some people in a group. But stereotypes are not true for all or most of the people in a group.

As a result, stereotypes are often poor ways of looking at reality. Everyone is different from everyone else. And everyone changes during his or her lifetime. Someone may be "silly" at a certain time or age, but very serious at a different time or age.

Unfortunately, stereotypes are powerful. They affect what people believe to be true—about themselves and others. For example, some people think that boys don't cry. Because of this idea, many boys may think they are not supposed to cry. This stereotype may keep some boys from being able at times to express their feelings.

In this lesson, you will examine stereotypes about male and female roles.

Activity B: Exploring stereotypes

Below are two lists of words that describe people's behavior. Study the lists. Think about which words describe girls and which words describe boys.

List A	List B
Friendly	Shy
Gentle	Rough
Gives in	Stubborn
Never cries	Cries a lot
Obedient	Troublemaker
Good-looking	Ugly
Loud	Quiet
Strong	Weak
Neat	Sloppy
Leader	Follower
Adventurous	Careful
Aware of others' feelings	Unaware of others' feelings
Emotional	Unemotional
Active	Passive

Adapted from *Undoing Sex Stereotypes: Research and Resources for Educators* by Marcia Guttentag and Helen Bray. (New York: McGraw-Hill, 1976). Used with permission.

B-1 Using both lists, write five words that you think describe a girl or describe a boy.

B-2 Think about one of the people in the early 1900s you read about in Lessons 7, 8, and 9. Write the person's name (or the title of the story, if the writer wasn't named) and five words that describe that person.

Activity C (discussion): Thinking about stereotypes

C-1 With your classmates, take turns reading the five words you chose in B-1. Everyone should guess whether the person is describing a girl or boy, and tell why.

C-2 Look more closely at a few words in each list. For each word, say who you think of first: a girl or a boy.

a. Is it true that all boys or girls behave this way?

b. Is it a stereotype? Why or why not?

C-3 Did the class use stereotypes to describe girls or boys in B-1?

C-4 How can stereotypes affect the actions of boys and girls? Do stereotypes limit people in any way?

C-5 Are stereotypes fair? Why or why not?

C-6 Discuss your answers to B-2. Were stereotypes about females and males true for people in the early 1900s?

C-7 From the list of words on the preceding page, choose five characteristics that you would like everyone to have. What would a person with these characteristics be like?

Activity D: Roles shown in the media

Look at several television shows, commercials, or magazine advertisements.

D-1 Make a list of the roles and personality characteristics of males and females that you see.

D-2 Which roles seem like real life? Which roles seem like stereotypes? Why?

D-3 Which roles do you admire the most? Why?

Lesson 14: Women in Work Roles

Activity B (discussion): Myth or reality?

What kinds of work roles do the women of today have? Before we find out, read the following true-false statements. Write T if you think the statement is true and F if you think the statement is false.

A-1 Fewer than half of all adult women work outside the home during their lifetime.

A-2 The main reason most women work is to earn extra money to buy luxury items.

A-3 Women miss more work days because of sickness than men do.

A-4 Women are more likely to quit their jobs than men are.

A-5 Married women who work outside the home take jobs away from men.

A-6 Women are qualified to do only "women's jobs" and shouldn't compete for "men's jobs."

A-7 Women don't want difficult work, heavy responsibilities, or promotions on the job.

A-8 Unless women stay home, their children will probably become juvenile delinquents.

A-9 Men don't like to work for women bosses.

Now check your answers according to the information below. Record how many of your answers were correct.

A-1 False

Myth: A woman's place is in the home.

Reality: Besides working inside the home, nine out of ten women work outside the home at some time in their lives.

Homemaking in itself is no longer a full-time job for most people. Goods that used to be homemade can now be purchased. Modern appliances reduce housework.

A-2 False

Myth: Women aren't serious members of the labor force. They work only for extra pocket money.

Reality: Today, more than half of all women between ages 18 and 64 are in the labor force.

More than half of these women work to provide money for basics like food and housing. They are single, widowed, divorced, or separated. Or they have husbands whose incomes are less than $7,000 a year (poverty level in 1974).

A-3 False

Myth: Women take sick leave more than men. They cost the company more.

Reality: There is little difference in the number of days male and female workers are absent. One study shows that both men and women are absent an average of between five and six days a year.

Adapted from "The Myth and the Reality," U.S. Department of Labor, Women's Bureau, 1974.

A-4 False

Myth: Women don't work as long or as regularly as men. Their training is expensive—and largely wasted.

Reality: Fewer and fewer women leave their jobs to marry and/or have children. But even of those who do leave, many return to work when their children are in school.

The average female worker is in the labor force for 25 years. The average male worker is in the labor force for 43 years. Single women average 45 years in the labor force.

A-5 False

Myth: Married women who work outside the home take jobs away from men. In fact, they should quit those jobs they now hold.

Reality: There are enough jobs for both women and men. The problem is finding people qualified for the jobs. If no married women worked, there would still be 17.3 million jobs unfilled.

A-6 False

Myth: Women are qualified to do only "women's jobs" and shouldn't compete for "men's jobs."

Reality: Almost all jobs can be done by either men or women. Tradition—not the ability to do the job—has caused people to label certain jobs as women's and others as men's.

A-7 False

Myth: Women don't want responsibility on the job. They don't want promotions or job changes that will add to their work load.

Reality: Women handle jobs requiring responsibility as well as men do. In 1973, 4.7 million women held professional and technical jobs. Another 1.6 million women worked as managers and administrators. Many others held jobs as supervisors in offices and factories.

A-8 False

Myth: The employment of mothers leads to juvenile delinquency.

Reality: Studies show that many facts must be considered in the search for causes of juvenile delinquency. Whether or not a mother is employed does not cause children to become delinquent.

These studies show that the quality of care is more important than the amount of time spent. In other words, the amount of time parents spend with their children is not as important as the way the parents treat children when they are with them.

A-9 False

Myth: Men don't like to work for women supervisors.

Reality: Most men who complain about women supervisors have never worked for a woman.

In one study, at least 75 percent of both the males and the females had worked with women managers. Their evaluation of women managers was good.

In another study, 41 percent of the firms said that they hired women managers. None rated women as poor managers, 92 percent rated women as average managers, and 8 percent rated women as superior managers.

Activity B
Class wrap-up

B-1 Were you surprised by any of the answers in Activity A? If so, which ones?

B-2 Many people believe the myths about women workers rather than the truth. Why do you think this is so?

B-3 Think of some adult women you know. How are they like the women described in this lesson? How are they different?

B-4 a. What is your opinion about women working today?

b. Do the boys in your class seem to have different attitudes than the girls? Explain.

c. Has your opinion about working women changed since the beginning of the lesson? If so, how?

Activity C:
Describing women's work roles

Write a paragraph describing the work roles of women today. How are they alike and/or different from those in the early 1900s? (Think back to Lessons 7, 10, and 11.)

Activity D:
Descriptions on television

Look at several television shows. Notice the roles played by women. Do they show the reality that over 50 percent of women work? Do they show myths about women's roles? Are women pictured fairly?

Write a report on your findings. Include anything you would like to see changed about how females are shown on television shows.

Activity E:
Making a collage

From pictures in magazines, make a collage of women in nontraditional work and family roles.

Lesson 15: Men's Roles Today

Activity A: Show of hands

Your teacher will read the following true-false statements one at a time.

If you think the statement is true, raise your hand. If you think the statement is false, show thumbs down. If you don't know, fold your arms.

Vote according to what you think is true, not according to what you think others will say. These statements will be discussed later in class.

A-1 Men do not feel as many emotions as women do.

A-2 Men hate to lose in any kind of competition.

A-3 Men do better at most jobs than women do.

A-4 It is important for a husband to earn more money than a wife.

A-5 Men can work and have time to take care of children, too.

A-6 Men don't like to work for female bosses.

A-7 Men don't know how to take care of children.

A-8 Men don't enjoy cooking.

A-9 Men enjoy being tough.

A-10 Men cope with pressure better than women do.

A-11 Husbands don't like having wives who work outside the home.

A-12 Men live as long as, or longer than, women do.

A-13 Men don't need to talk with people about their problems.

A-14 It's harder for men than for women to take care of children.

Activity B:
Some information about men

The following Men's Gazette was written about actual men. They are expressing their feelings about many things. Read the Gazette. Then be prepared to discuss the true-false statements in Activity A.

Men's Gazette

Missing My Children

"I feel sad when I leave my young children at home every morning. Some days I don't get home in time to see them before they go to sleep. I do not believe my job as an accountant is more important than talking with my children every day. I miss them very much."

Equal Family Roles

"I find many men don't appreciate what their wives do. But in our family we both work outside the home. And we share the cooking and housework.

"Our children know that we believe in equality. They can see this in our marriage."

Acting Tough—Where Does It Get You?

Studies show that people who hide their feelings are more likely to become ill than those who express their emotions. In other words, people can physically harm themselves by "keeping it all in" and "trying to act tough."

Learning the Work of Love

"It's two o'clock Sunday morning. At last I'm able to sink into a dead sleep for the first time in 24 hours. My wife is out of town and won't be back for three days. I'm taking full-time care of our baby.

"Finally, I'm lost in a blissful sleep. I'm dreaming about tropical birds on a desert island. Suddenly, the noise of the birds sounds like a baby crying. Within seconds, I wake up, jump to my feet and find my way to the baby's crib.

"I ask him what's wrong. As his eyes open, he stops crying, smiles, and falls back to sleep. Maybe it's only his stuffed-up nose again. His diaper isn't wet. The crib sheet is dry. He doesn't want a bottle. His forehead isn't hot.

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"As I leave to go back to bed, I notice that the box of disposable diapers is almost empty. I make a note to shop for some tomorrow. Finally, I rinse out the bottle I'll need for the morning feeding. Then I tumble back to bed."

* * * * * * * *

"Nowadays, it is more common to find some men caring for children.

"I feel that it is both tiring and rewarding to be deeply involved in the care of another, miraculous human being. But the hours of work that go into one moment of reward are worth it. I would not want to miss these moments—as when my child says a new word for the first time.

"It is very important for children to learn that men as well as women can care for them. Our child Blake is now in fourth grade. He loves to take care of younger children. This is because his earliest memories include not only a mother but also a father. It's what a real man—like his father—does."

Adapted from Kenneth Pitchford, "The Manly Art of Child Care," *Ms.* (Oct. 1978), p. 96.

Item: Who Lives Longer?

Recent studies show that the average man lives to be 67 years old. The average woman lives to be 75 years old.

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What Marriage Means to Men

"My wife is smarter than I am and a little older than I am. She is more careful, too. When we go mountain climbing, she is the one who checks the weather, water supply, and so on."

* * * * * * *

"I used to believe that a man must always hide his feelings. My wife was the one person who wouldn't let me do that. She helped me express my emotions. I'm happier now that I don't have to act like a masculine tough guy."

* * * * * * *

"We had a baby last year. This gave me feelings I never had before. Sure, I miss running out to a movie whenever I want. But giving my daughter a fifteen-minute bath every night makes up for everything I'm missing. It's rough work being a husband and father, but it's the best job I ever had."

* * * * * * *

"My wife changed me into a human being. She led me admit to myself that I had a great deal of love. Now I don't feel like I have to act like a crazy man all the time. And the important word there is act."

Adapted from John Mariani, "What Marriage Means to Men," *Ladies Home Journal* (Nov. 1978).

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How Husbands Help Working Wives

"He simply took over," Eve says about her husband. Eve is in law school, and her husband is glad she is getting her law degree.

"Every time I started to clean something, he took over. Before I knew it, he was doing the cooking and some of the housework."

Another working woman, Sally, says her husband understands that her job is important. "He doesn't ask for too much of my time. And he listens to my problems."

Sherry is a vice-president of legal operations in a large store. She says, "Sometimes I can't get out of a meeting until 7:00 in the evening. But my husband doesn't make me feel guilty. He just says he's sorry. He sees that I'm a professional, not his possession."

Adapted from Letty Cottin Pogebrin, "How Husbands Help Working Wives," *Ladies Home Journal* (Feb. 1979), p. 106.

Activity C (discussion): Myth or reality?

C-1 Discuss each of the true-false statements at the beginning of the lesson. What new information did you find out about each one?

C-2 Are most of these statements true for all men? Most men? Some men? Some women?

C-3 Which of these statements are based on stereotypes about men? Explain.

Activity D: Real lives

Interview several adult men who have children. They can be teachers, school administrators, or friends. Write a report on what you find out, or present your findings to the class. Ask the men the following questions:

D-1 Do you enjoy spending time with your children?

D-2 What activities do you enjoy doing with them?

D-3 Do you enjoy talking with your children? What do you talk about?

D-4 Do you help solve your children's problems? Give examples.

D-5 How much time do you spend with your children?

D-6 Would you like to have more time to spend with your children? If so, what would you give up if you could?

Activity E:
Changes in men's roles

Write a paragraph about changes in men's family roles since the early 1900s.

Activity F:
Men's roles on television

Look at several television shows. Notice the roles played by men. Do they show the stereotypes of "act tough," "win at any cost," and "stay away from women's work"?

Write a report on your findings. Do you think the television characters express reality? Why or why not? How would you like to see the roles of men on television changed?

Activity G:
Making a collage

From pictures in magazines, make a collage of men in nontraditional work and family roles.

Part IV

Making Role Decisions

Lesson 16: What Are Your Attitudes about Roles?

Activity A:
Value judgments about roles

So far in this unit you have studied about women's and men's roles in the past and present. You learned that men and women have many different work and family roles. You also found out that stereotypes fail to show individuals in their varied roles and that they prevent clear thinking about choices.

In this lesson, you can begin thinking about your own roles and making decisions about them.

Which of the decisions listed below are important to you? (Notice that some of these decisions concern your role as student, others your role as friend, and others your future work role.)

- Whether or not to work for good grades
- What clothes to wear
- What friends to have
- How to make yourself more popular
- What hobbies to have
- What job to plan for when you finish school
- Others

Before you can make good decisions about your roles, you must do two things. First, you need to look at the facts you've discovered in this unit. Second, you need to think about your values (what is important to you) and value judgments (what you think people should do).

To find out your values about male and female roles, read the following statements. For each one, show whether you agree, disagree, or are not sure.

A-1 Women should not be hired for jobs such as truck driver or medical doctor. These are "men's jobs."

A-2 Men should not be hired for jobs such as nurse or typist. These are "women's jobs."

A-3 Women should not work outside the home if they have small children.

A-4 Most secretaries should be women.

A-5 Fathers should take care of children just as mothers do.

A-6 Girls should play quiet games and not get involved in rough sports.

A-7 At home, men should share cooking duties.

A-8 Boys should be able to play with dolls so they can pretend that they will be fathers one day.

A-9 Most bosses should be men.

A-10 A woman should not earn as much money as her husband does.

Now compare your answers with those below to see if your values are mostly traditional or nontraditional. Mark N or T by each of your answers according to the code below. Mark ? if you were not sure.

	Nontraditional (N)	Traditional (T)
A-1	Disagree	Agree
A-2	Disagree	Agree
A-3	Disagree	Agree
A-4	Disagree	Agree
A-5	Agree	Disagree
A-6	Disagree	Agree
A-7	Agree	Disagree
A-8	Agree	Disagree
A-9	Disagree	Agree
A-10	Disagree	Agree

Traditional values are based on the belief that there are very important differences between males and females. These differences affect the roles of males and females. Traditional values have been popular for many centuries.

Nontraditional values are based on the belief that most differences between females and males are learned. These beliefs suggest that females and males should learn new roles from one generation to another.

A-11 In which group did most of your answers fall?

A-12 Write a paragraph to explain why your answers were mostly traditional, nontraditional, or not sure. Include how you think your attitudes have been influenced (by friends, family, school).

Activity B (discussion): Values in your class

B-1 As a class, tally the number of traditional, nontraditional, and not sure answers. You may want to compare the responses of girls and boys.

B-2 What do the results say about the value judgments of your class?

B-3 Discuss the advantages and disadvantages of the value judgments in Activity A. Which ones are fair? Why?

Activity C:
Looking back

In Lesson 5 you made a list of things you would not do because you are a boy or because you are a girl. Look at those lists again.

C-1 Do you wish to add or remove anything from the list? Why?

C-2 Make two new lists—one for females and one for males. On these lists write everything you think males or females can do and should be allowed to do. (This doesn't mean that they have to do it.)

C-3 Are your lists different for boys and girls? Why or why not?

C-4 How should people make decisions about their actions?

Activity D:
New value judgments

In Lesson 5 you wrote a paragraph about the advantages and disadvantages of being a girl or boy. Reread your paragraph.

D-1 Have any of your opinions changed since then? If so, what are they?

D-2 Write a new paragraph about either males or females. What do you see now as the advantages and disadvantages for the group you chose?

Activity E:
Class wrap-up

Discuss your answers for Activities C and D.

Activity F:
What attitudes do others have?

F-1 Copy the questionnaire in Activity A. Poll at least five adults you know (parents, friends, neighbors). Note the following information for each person:

Sex _____

Parent (not necessarily yours): Yes _____ No _____

Age _____

Occupation _____

Number of traditional responses _____

Number of nontraditional responses _____

F-2 Record the number of traditional and nontraditional responses for each person. (Make sure to keep the questionnaires.)

F-3 As a class, compile the total responses by comparing categories of adults who were polled:

- Females and males
- People over 40 and people under 20
- Women who work outside the home and those who do not
- Men who take care of children in the home and those who do not

F-4 Are there differences in responses among these groups? If so, what are they?

F-5 How do the responses of the people you polled compare with the class's responses? Are they similar? Different? Why?

Activity G: Choosing to stay home or go to work

How should a person choose whether to work at home or work outside the home?

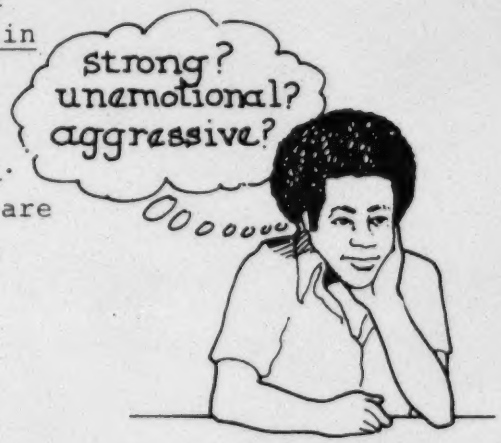
Write a paragraph pretending you are a father or a mother. Choose whether to work at home or outside the home. Say why you made your choice. Include the advantages and disadvantages of your decision. In other words, write what you gain and what you lose by making this decision.

Lesson 17: Defining Roles Fairly

Activity A: Summary of roles

In this unit, you've discovered a lot about roles. You've found out that:

- Roles are the sets of actions that society expects of people in certain situations.
- Our culture helps define our roles. For example, in our culture, boys are often taught to be more aggressive than girls.
- Stereotypes limit our freedom by stating who can play certain roles and how those roles should be played. For example, many girls would enjoy being involved in team sports. But our society has stereotyped girls as being weak or passive. As a result, girls often lose interest in being strong and active.



Which person shown below is limited by a stereotype?

- You can change your roles. If you don't think stereotypes are fair, you can take action. For example, you may think that it doesn't make sense to tell girls they can cry and boys they can't cry. In this case, you can take action. Either stop making fun of boys who cry or, if you are a boy, say that you have the right to cry.

Why should you think about defining your roles in the ways you want? Well, for one thing, as you gain more and more information, you'll probably discover ways to improve your roles.

For example, studies show that crying is a healthy, natural activity. People who can't express emotions are probably more likely to have health problems. This knowledge may help you decide that acting tough is not important.

You may realize that girls and boys often lose out if they follow stereotyped roles. Studies show that often people who need and want to work are not prepared to work in the best possible job. The reason may be that they haven't obtained enough education. Or they may not have obtained an education in a field that pays well. As a result, they get trapped in low-paying, low-responsibility jobs.

You probably don't want to get trapped. Instead, you may want to become more active and independent. You may want a career so that you can support yourself and your family. You may also want a career that you enjoy.

In the next three or four days, you will have an opportunity to make decisions—and take action—about your roles.

Activity B: Acting out roles

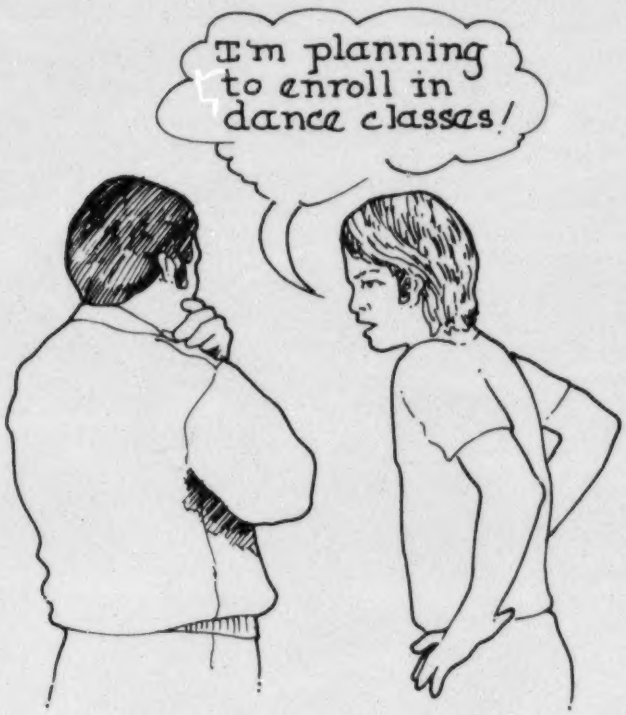
Read the eight scenes on the following pages and choose one scene to act out.

Choose a partner. Some scenes require a girl and a boy. Other scenes require two girls or two boys.

B-1 With your partner, write a one-page conversation to use in acting out the scene. As you write your script, think about the information you have learned in this unit and about your values toward males and females.

B-2 With your partner, perform your scene in front of the class or a small group.

Scene 1: A young man tells his father that he is going to drop out of law school and become a ballet dancer.



Scene 2: A woman is bored with staying home. She and her husband have two children. She tells her husband that she is going to get a job.

Scene 3: A girl is going to get married in two weeks. She tells her future husband that she is planning to keep her own name when they marry.

Scene 4: A girl is talking to the school counselor. The girl says that she wants to prepare to be a scientist.

Scene 5: A woman is being considered by her male boss for a promotion to manager. The new job means that she will have to inspect oil rigs in North Africa.

Scene 6: A man goes to his doctor and learns that the doctor is not in the office. The receptionist tells him that he can see another doctor, a woman, in the same office.

Scene 7: A girl enjoys basketball. She tells her boyfriend that she is going to try out for the school basketball team.

Scene 8: A girl and a boy are on a dinner date. It is time to pay the check. The girl wants to pay half.

Activity C (discussion): Were your conversations fair?

Answer the following questions for each scene.

C-1 What was each person's role?

C-2 How did each person define that role? Was it traditional or nontraditional? Explain.

C-3 How did you feel in your role? Why?

C-4 Were the people in each conversation fair to each other?

Activity D: Switching roles

Repeat Activity B, but this time exchange roles with your partner. Act out the scene again. Then discuss these questions in small groups or with the class.

D-1 How did you feel in your new role?

D-2 Which role seemed most comfortable for you? Why?

Lesson 18: Your Work and Family Roles in the Future

Activity A:
Your self-concept and values

Your values and your self-concept (your view of yourself) help shape your life. That is, they help determine what roles you choose and how you define them.

You can use new information in changing your values or your self-concept. Has the information in this unit changed your self-concept or your values in any way? To find out, answer the following questions.

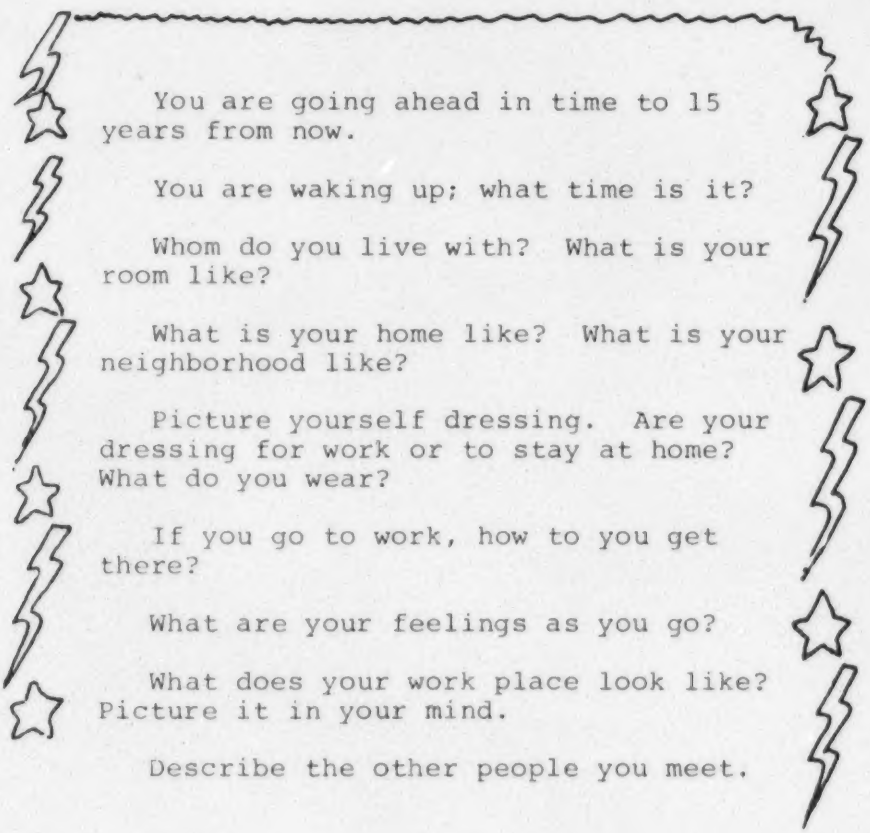
A-1 Do you feel that you now have more choices in deciding your future work roles? Explain why or why not.

A-2 Do you feel that you now have more choices in deciding your future family roles? Explain why or why not.

A-3 Have you changed any of your values as a result of the information in this unit? Explain.

Activity B:
A fantasy future

B-1 Close your eyes and relax. Try to block out the rest of the world. When you are totally relaxed, your teacher will read you a "fantasy." As it is read, let your mind wander to your life 15 years from now.



You are going ahead in time to 15 years from now.

You are waking up; what time is it?

Whom do you live with? What is your room like?

What is your home like? What is your neighborhood like?

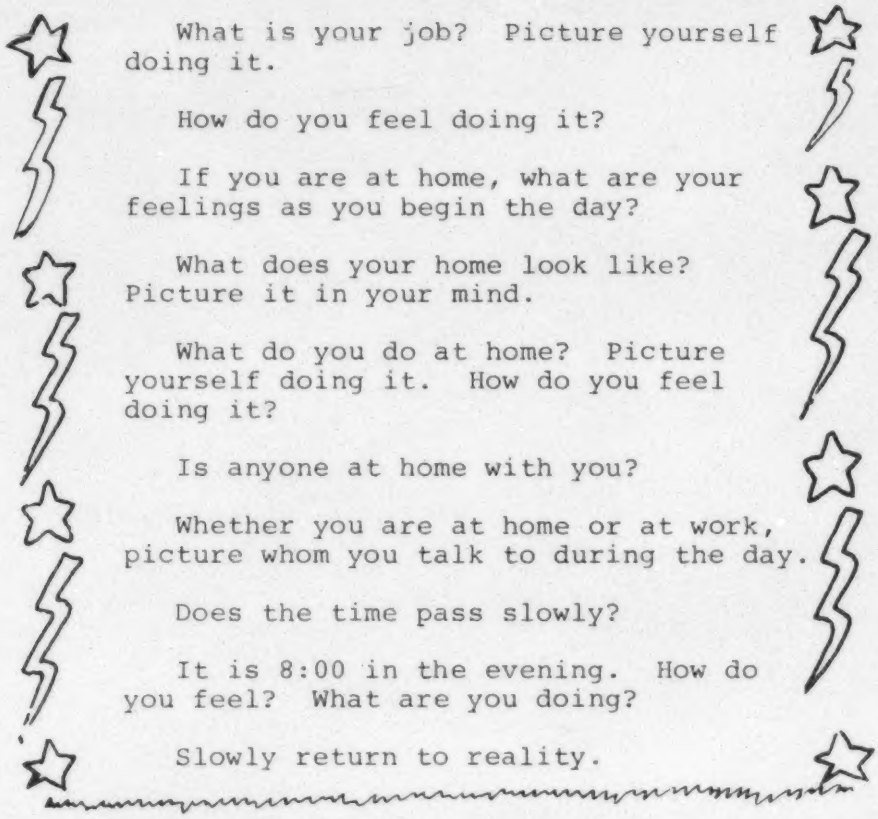
Picture yourself dressing. Are your dressing for work or to stay at home? What do you wear?

If you go to work, how to you get there?

What are your feelings as you go?

What does your work place look like? Picture it in your mind.

Describe the other people you meet.



What is your job? Picture yourself doing it.

How do you feel doing it?

If you are at home, what are your feelings as you begin the day?

What does your home look like? Picture it in your mind.

What do you do at home? Picture yourself doing it. How do you feel doing it?

Is anyone at home with you?

Whether you are at home or at work, picture whom you talk to during the day.

Does the time pass slowly?

It is 8:00 in the evening. How do you feel? What are you doing?

Slowly return to reality.

Adapted from *Changing Learning, Changing Lives* by B. Gates, S. Klaw and A. Steinberg; Copyright © 1979 by The Group School; reprinted by permission of The Feminist Press, Box 334, Old Westbury, NY 11568; p. 190.

B-2 Discuss in class what you saw and felt during your fantasy. What were your family roles? Work roles?

B-3 Do you want to change any of the things you saw and felt?

Activity C:
Evaluating your skills

Most people have many different skills and interests—but they may think they have only a few. If you fall for all the social and other stereotypes, you may limit yourself unfairly and not explore all of your skills and interests.

C-1 To find out more about your own skills, think of five things you've done that you feel good about. Examples are cooking a dinner, building something, or making friends.

C-2 Choose one of the five activities you listed to use in filling in a chart like the one below.

To fill in the tasks, think of all the things you had to do to complete the activity. (Examples might be buying a bolt, painting, or using a screwdriver.)

To fill in the skills, think of the characteristics you needed to carry out each task. (Examples might be imagination, determination, warmth or gentleness, or the ability to compare costs.)

Tasks Involved	Skills Necessary
1.	1.
2.	2.
3.	3.
4.	4.

C-3 What skills do you have that you did not realize you possessed?

C-4 Which of your skills could be used for a job in the future? What job?

Activity D: Goal setting

D-1 List at least four jobs that you would like to have. Rank-order the jobs from most liked to least liked. What do you like about each job?

D-2 List at least four jobs that you realistically can see yourself having in 15 years. Is this list like the list you made for D-1? If not, why not?

D-3 List at least four things that you want to accomplish in your life.

Activity E:
Class wrap-up

E-1 Discuss your answers for Activities C and D.

E-2 How can you get the things you want?

E-3 Do you feel you have very much control over your future? If not, why not?

E-4 What can you do to feel you have more control?

Activity F:
Flight check

F-1 List at least five positive things about yourself.

F-2 List three roles you would like to have in the future. For each one, tell what skills you will need to be successful in that role.

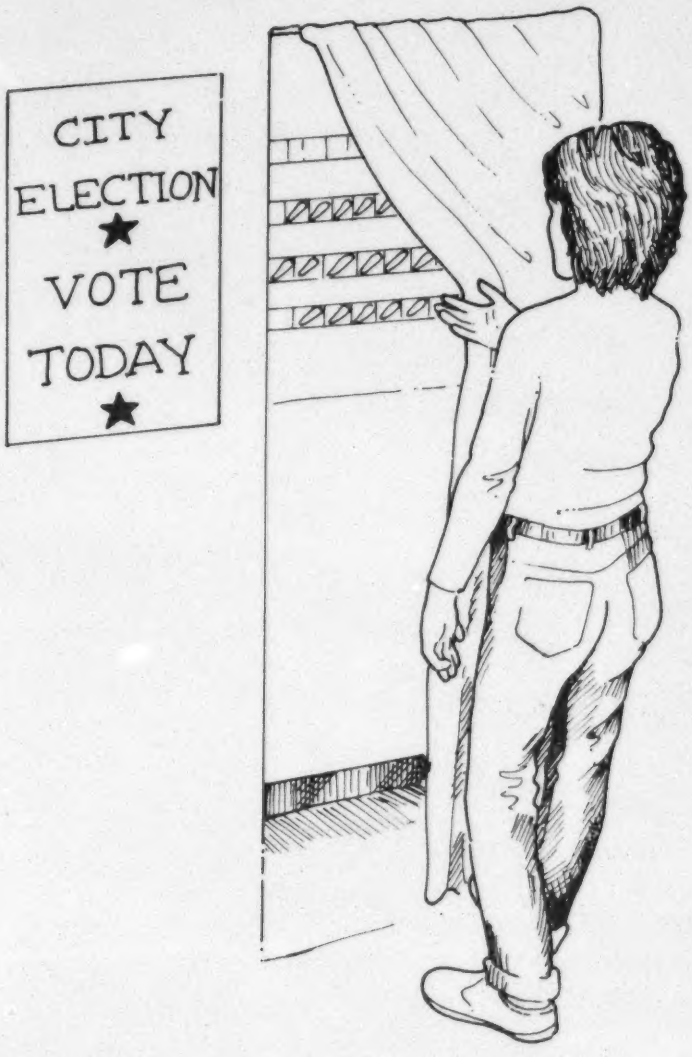
Lesson 19: Decisions about Your School or Community: Observing and Supporting

Activity A: Introduction to group decisions

In the last lesson, you made some decisions about your individual role as a female or male. In this lesson, you can make some group decisions that affect you and others in your school or community.

Your role in these decisions will be that of citizen. A citizen is someone who helps make decisions that affect the public. People who vote are citizens, since they help to choose leaders in the schools, in the community, or in government. Teachers, principals, and school administrators are citizens because they influence your education and the rules you follow.

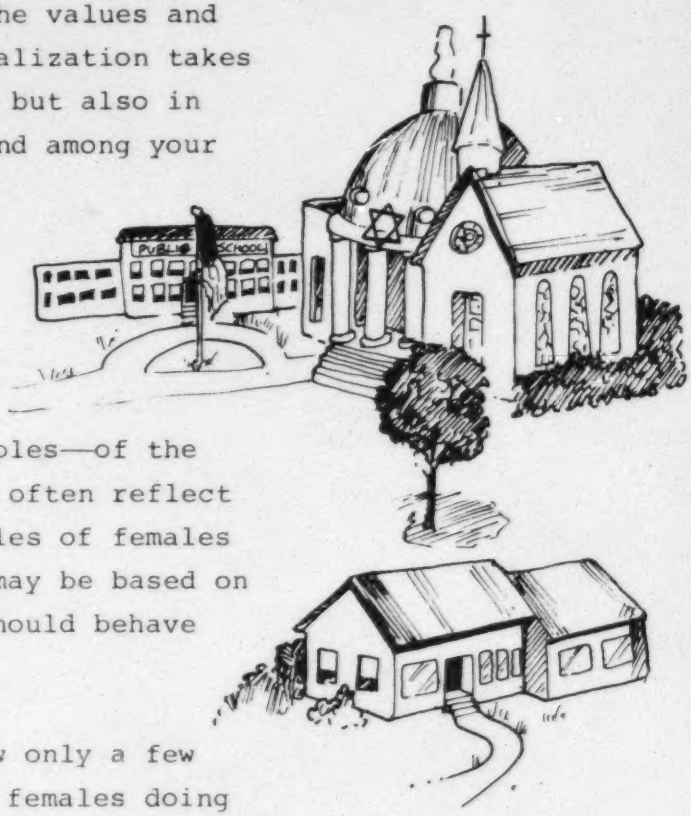
In this lesson and in Lesson 20, you will have an opportunity to observe some decisions made by citizens in your school or community. These decisions are decisions about group rules.



First, you will determine whether or not certain group rules are different for males and females. Second, you will decide what action, if any, is needed to improve the fairness of these rules. Finally, you will try to carry out that action.

Activity B:
How are boys and girls treated in your school?

In public schools, students learn a lot about their roles—as students and as females or males. This learning is called socialization. That is, this learning shows the values and beliefs of your society. Socialization takes place not only in your school, but also in your family, in your church, and among your friends.



Schools are models—small examples—of the larger American society. They often reflect traditional ideas about the roles of females and males. Many school rules may be based on the idea that girls and boys should behave differently.

For example, textbooks may show only a few women in history or only a few females doing math problems. Boys and girls may be expected to take different courses in physical education, home economics, or shop. Girls and boys may be counseled to take different courses and prepare for different careers. Also, girls may have fewer after-school sports to play than boys. Girls may not have as much equipment to use or as many coaches.

Rules for the behavior of girls may be different from those for boys. Also, punishments for breaking rules may be different.

In 1972, the U.S. Congress passed a law called Title IX. This law states that schools receiving money from the U.S. government cannot discriminate in their treatment of males and females. This means that students—and teachers—have a right to equal treatment in education.

Your school system is required by law to have rules that agree with Title IX. And your school must appoint one person to make sure that Title IX is carried out.

Unfortunately, many schools still do not have equal opportunities for girls and boys. Such schools are not following U.S. law.

Here are some complaints about discrimination. These cases are against U.S. law.

An assistant superintendent told one mother that the school permitted girls to take shop. But the principal refused to allow the girl to enroll in shop. To him, she was just a troublemaker for trying to exercise her rights.

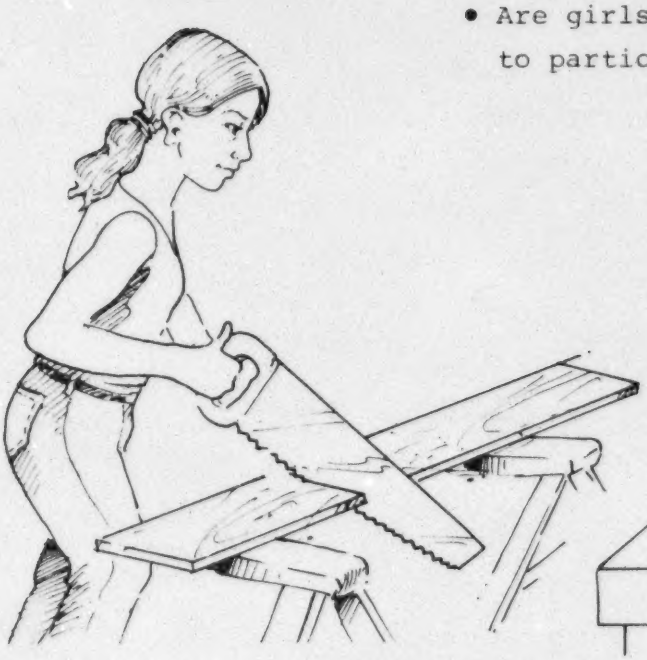
A girl in Pittsburgh heard that girls could try out for the seventh-grade basketball team. She went to try out, but the coaches would not allow her on the team. They told her that although she was good enough to make the team, she would not grow as much as a boy in the years to come. In other words, the coaches felt they would waste their time training her, because she probably would not be tall enough to play on the team later on.

Adapted from *Stalled at the Start: Government Action on Sex Bias in the Schools.* U.S. Department of Health, Education, and Welfare, 1977.

What kinds of opportunities do girls and boys have in your school? Are they treated the same?

Think about the following questions:

- Are girls and boys allowed and encouraged to participate together in home economics courses?
- Are girls and boys allowed and encouraged to participate together in shop courses?



- Are girls and boys allowed and encouraged to participate together in physical education?
- Are girls and boys allowed and encouraged to participate together in extracurricular activities (school clubs, honor societies)?
- Do counselors allow and encourage students to select certain courses because students want or need them rather than because they are girls or boys?

- Do career tests used by counselors provide equal opportunities for boys and girls?

- Do girls and boys have the same opportunities for participation in sports?

- Do girls and boys have the same chances to win prizes and honors awarded at your school?

- Does your school have the same rules of behavior for girls as for boys?

- Do boys and girls receive the same punishments if they break the rules?

- Do pregnant students have access to all your school's programs and activities?

You may also want to look at the treatment of males and females in some areas not covered by Title IX. For example:

- Do textbooks in every subject show males and females fairly and accurately?

- Do teachers provide equal opportunities for success for girls and boys in all subjects?

- Do teachers encourage as many girls as boys to answer questions and discuss ideas in class?

B-1 From the preceding list, choose one or more questions that interest you most. Or, think of your own questions about the treatment of males and females in school.

B-2 Record at least three things you could do to find answers to the questions you chose. For example, you could talk to the principal or a counselor, poll students, observe a class, or interview the Title IX coordinator.

B-3 Form a group with other students who are interested in the same questions.

B-4 Discuss ways to find answers to your questions.

a. Decide on a research plan.

b. Then decide what part each group member will play in the plan.

c. Record this information.

B-5 Use your plan to find some answers to your questions before the next class period.

Activity C: Are females and males treated differently in your community?

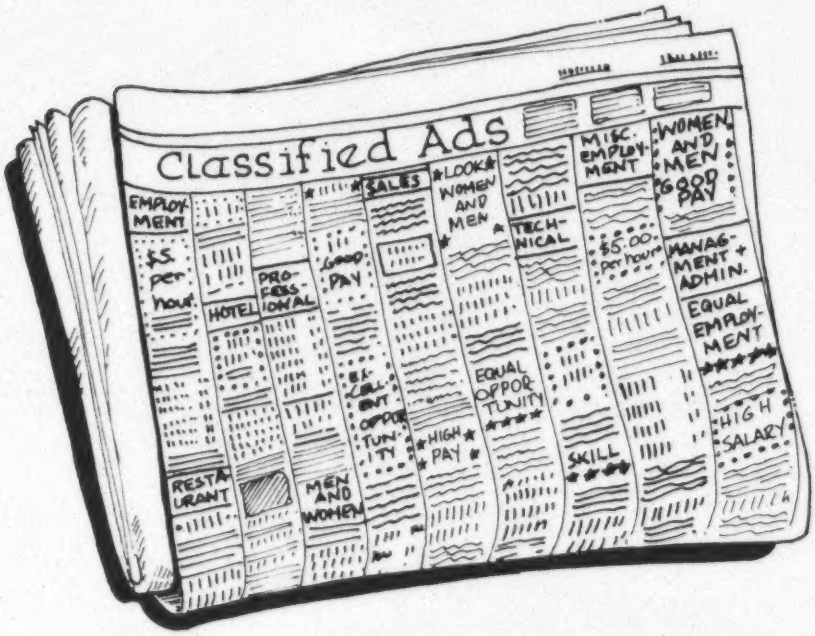
Decisions about roles are also made by groups in the community. These decisions determine whether men or women can hold certain positions of leadership. These decisions may also affect the self-concepts of females and males.

Many communities have laws that prohibit discrimination against females or males in employment, housing, or credit. Such laws usually also forbid discrimination because of a person's marital status, race, religion, national origin, or physical handicap.

Think about your community as you read the following questions.

Do groups in your community:

- Advertise jobs as being open to both women and men?
- Hire women for jobs held mainly by men?
- Hire men for jobs held mainly by women?



- Appoint fairly equal numbers of women and men to community boards (for example hospital, school, or zoning boards)?
- Have hiring programs to ensure equal opportunities for women, men, minorities, and physically handicapped people?
- Give loans (or credit) to women on the same basis as men?

C-1 From the preceding list, choose one question that interests you. Or, think of your own question about the treatment of females and males in the community.

C-2 Record at least three things you could do to find the answer to your question. For example, you could read want ads in the newspaper, interview an employer, or call the chairperson of the hospital board.

C-3 Form a group with other students who are interested in the same question.

C-4 Discuss ways to find the answer to your question.

a. Decide on a research plan.

b. Then decide what part each group member will play in the plan.

c. Record this information.

C-5 Use your plan to find some answers to your questions before the next class period.

Activity D:
Other actions you can take

You may want to take other action as a result of this unit. You may want to:

- Organize a special day for your school on "Changing Roles of Males and Females" or some other subject from this unit. You can invite a speaker, show special films, or try out new roles.

- Produce a special newspaper that tells others in your school or community what you have learned about roles.

Activity E:
Class wrap-up

Report on your group's question(s) and plans for doing activities involving observation in order to complete Activity B or C.

Lesson 20: Decisions about Your School or Community: Proposing, Organizing, and Making Changes

Activity A (discussion): Introduction to participation skills

In this lesson, you will be answering the following questions:

- What did you observe about the treatment of females and males?
- What action can you propose to improve this situation?
- What will be the costs (disadvantages) and benefits (advantages) of your proposed action?
- How will you organize and mobilize (gather) support for your proposed action?
- How will you cause change: By bargaining? By voting?
- What new rule will be made?

Activity B:
Analyzing your observations

Stay with your group from Lesson 19. Discuss your findings from Activity B or C of that lesson. Then choose a recorder to complete B-1 through B-3, below.

B-1 Write a report on what you found out, or make a chart that shows your findings. Be prepared to share your results with the rest of the class.

B-2 Did you find evidence of discrimination?

B-3 If the answer to B-2 is yes, write a proposal about how you think this situation should be changed.

If the answer to B-2 is no, join another group that did find evidence of discrimination.

Activity C:
A cost-benefit analysis

C-1 Make a list of possible actions you can take to make sure your proposal is carried out. Leave some space after each one. You may want to consult with your teacher, principal, or Title IX coordinator concerning possible actions.

C-2 For each action, consider the benefits (advantages) and costs (disadvantages). Record them next to your list.

C-3 Decide which action(s) you think will work the best.

Activity D: Making changes

D-1 As soon as possible, take the actions that your group listed in C-3. (You may need an extra day for this.) Be sure that each group member has a task to do.

D-2 a. What were the results of your action?

b. Is there a new rule?

c. What follow-up action is necessary to carry out the new rule?

Activity E (discussion): What actions did you take?

E-1 Have each group report on its observations, proposals, and actions.

a. Was discrimination present?

b. Was the action taken effective? Explain.

E-2 Did you use any of the participation skills mentioned on page 163? How effective were they?

E-3 Did girls and boys in your class participate equally? Why or why not?

E-4 a. What other problems of discrimination might affect females and males in your school or community?

b. What steps could be taken to solve these problems?

Activity F: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

F-1 List the participation skills you used. For each one, briefly tell what you or your group did.

F-2 Write a paragraph explaining some problems that either females as a group or males as a group face because of a lack of equality or equity (fairness).